



saint thomas more
collegiate

2015-2016
Handbook
For
Parents and Students

Mission Statement

Saint Thomas More Collegiate, as a Catholic school with Saint Thomas More and Blessed Edmund Ignatius Rice as our role models, endeavors to form a welcoming Christian community, recognizing and respecting the value of each individual, leading all to grow toward their full potential in their faith, knowledge, and love.

Vision Statement

For Every Knight to Make a Positive Contribution to the Earth and its People.

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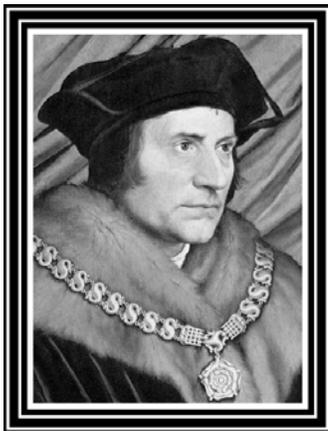
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Saint Thomas More (1478-1535)

Saint Thomas More can be justifiably described as one of the true heroes of English history and a leader of the early Renaissance. His literary works included *Utopia*, *The Four Last Things*, and *Dialogue of Comfort Against Tribulation*, while his professional life included, among others, the public offices of Member of Parliament, High Steward of Oxford and Cambridge Universities, and, from 1529-1532, Chancellor of England. To the personal brilliance and industry which enabled Saint Thomas More to lead such a productive life were joined the qualities of a loving father and husband. These personal qualities were called upon by Thomas More toward the end of his life when he chose to stand resolutely by his religious convictions as he defied the king.

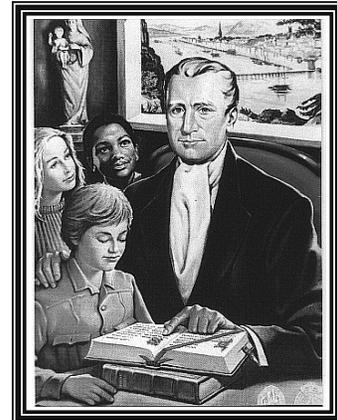


In *Utopia*, Thomas More raised a question that is as fundamentally important today as it was during the reign of Henry VIII: should the State rule supreme, or are there moral laws we should obey, above any laws which the state might make? More was eventually to answer that question through the example of his own life. For, after a brilliant literary and political career under the patronage of Henry VIII, he brought about his own downfall by refusing to subscribe to the Act of Supremacy which questioned the Pope's authority and made Henry head of the Church of England. On the scaffold More's final words provided the key to his personal philosophy when he said that he was "The King's good servant, but God's first." He was canonized and became Saint Thomas More in 1935 on the four hundredth anniversary of his death; his official feast day is June 22.

The students of St. Thomas More Collegiate are indeed fortunate to have as a patron a man of such civic, personal and religious qualities. His life exemplified that happy blending of personal commitment to scholarly and civic pursuits and the personal virtues that nourish such efforts, a blend crucial to a Christian gentleman or lady of today.

The Blessed Edmund Ignatius Rice (1762-1844)

Founder of the Christian Brothers of Ireland, the first congregation of men to be founded in Ireland since the time of St Patrick, Edmund Rice, was born in 1762 at "Westcourt" in County Kilkenny, about a mile from the town of Callan. He was educated first at home, then in a "hedge school," and finally in Kilkenny. Mr. Rice married and became a prosperous merchant and a leader of Catholic activities in the City of Waterford.



After the death of his wife, Edmund had intentions of entering a monastery on the continent, but the Bishop of Waterford encouraged him to stay in Ireland and begin a school for the poor boys. Thus, in 1802, Edmund rented a house, engaged the services of two young men, and opened a school. Some three hundred boys of all ages flocked to him. Not accustomed to the routine and discipline of school, they must have tested the courage of their masters, for the two paid teachers soon wearied and left Edmund alone. His spirit must have been sorely tried. However, he persevered, continuing in prayer, and God rewarded his confidence when two other young men offered themselves as voluntary helpers in his enterprise.

The new school effected such a transformation among the youth of Waterford that Edmund soon had requests to open schools in other cities. Additional helpers came, and he organized them to live together and follow a regular rule of life. New schools were begun.

Pope Pius VII gave papal approval to the Congregation in 1820. Edmund took the name of Brother Ignatius, and, in 1822, Brother Edmund Ignatius Rice was elected the first Superior General of the new congregation. New schools were opened in Ireland, and, in 1825, the Holy Founder sent Brothers to England and then further afield. Worn out by his extraordinary labors but consoled by God's manifest blessings, Brother Edmund Ignatius Rice passed to his eternal reward on August 29, 1844, at Mount Sion, Waterford.

The life and work of Edmund Ignatius Rice are currently being examined for the process of canonization. On 6 October 1996, he was beatified, the second step towards Sainthood, and just as in 1935 Sir Thomas became Saint Thomas More, so in 1996 Brother Edmund Rice became the Blessed Edmund Ignatius Rice. His official feast day is May 5.

The Congregation of Christian Brothers

Today, over two thousand members of the Congregation of Christian Brothers (“Irish Christian Brothers”) are those spiritual sons of the Blessed Edmund Ignatius Rice who are devoted members of the Congregation founded by him for the Christian education of youth. The word Christian implies that they are doing the work of Jesus Christ who began *To do and to teach*—the motto of the Brothers, which in Latin is *Facere et docere*. As Brothers they are spiritually united, working as a team, praying and living together.

The Brothers of the Christian Schools of Ireland were founded for the Christian education of youth in Ireland. The Congregation, however, soon spread to other countries. After sending Brothers to England in 1825, schools were opened in Gibraltar in 1835 and in Australia and India in 1842.

A Christian Brother does not become a priest. He witnesses to Christ and manifests his dedication by the vows of chastity, poverty, and obedience by living in community and by the observance of the Brothers’ rule. Christian Brothers come from all walks of life, all nationalities and widely different backgrounds. As participants in educational ministry of the Church, the Brothers conduct schools such as Saint Thomas More Collegiate where they endeavor to proclaim the Gospel to their students and share in the saving mission of Christ for their own benefit and that of their pupils.

Essential Elements of an Edmund Rice Education Elements

In ministry begun by Jesus and inspired by the vision of Blessed Edmund Rice, a Christian Brother education....

Evangelizes youth within the mission of the Church.

- A Christian Brother education proclaims the Good News of Jesus Christ.
- The Gospel message of Jesus permeates the curriculum, the activities, and all other aspects of a Christian Brother education.

Proclaims and witnesses to its Catholic identity.

- A Christian Brother education gives priority to religious formation through formal religious instruction and through opportunities for faith development and service by means of liturgies, retreats, vocation awareness, daily prayer, and other programs.
- A Christian Brother education joins in the sacramental life of the Church, witnesses faith life through the prominent use of signs and symbols, fosters devotion to Mary, and is in union with the Church through commitment to service and formation of community.
- Catholic identity permeates all endeavors of Christian Brother education: all classes and activities, procedures and policies, services and programs.
- All staff involved in Christian Brother education give daily witness to their integral role in the community’s faith formation.

Stands in solidarity with those marginalized by poverty and injustice.

- The policies, the structures, and the climate of a Christian Brother education witness and promote concern for the disadvantaged.
- A Christian Brother education includes advocacy and education for peace and justice, care for the earth, and global awareness. It prepares students to work toward the creation of a just society.
- A Christian Brother education actively encourages ministries that work with and for the poor and marginalized.
- Education and support for mission areas at home and abroad characterize Christian Brother education.
- A Christian Brother education establishes tuition and scholarship policies that open its education to the poor.

Fosters and invigorates a community of faith.

- Christian Brother education witness and celebrates Gospel values.
- A Christian Brother education provides a disciplined, safe atmosphere in which students are free to grow and take responsibility for their own learning and for the life of the community.
- Caring, compassionate relationships characterize a Christian Brother educational community.

Celebrates the value and dignity of each person and nurtures the development of the whole person.

- A Christian Brother education values the diversity of the human family and seeks to reflect local diversity in its student population and professional staff.
- Strong programs of personal, professional, and pastoral care are integral to a Christian Brother education.
- A Christian Brother education values co-curricular activities, special events, and other programs that are important to students’ complete education.
- A Christian Brother education strives to provide just remuneration for its staff.

Calls for collaboration and shared responsibility in its mission.

- Christian Brother education empowers all members of the community to share responsibility in the shaping of its mission.
- A Christian Brother Education collaborates with parents, the primary educators.
- A Christian Brother education fosters collaboration on local, regional, and international levels to address common concerns and to celebrate a common heritage.
- A Christian Brother education encourages a deeper understanding and living of charism of Blessed Edmund.
- A Christian Brother Education promotes active participation in governance by boards and diocesan officials.

Pursues excellence in all its endeavors.

- Strong academic curriculum, high expectations, and a quest for excellence characterize a Christian Brother education.
- A Christian Brother education develops a curriculum that promotes the harmonious growth of the whole person, fosters the development of higher-order thinking, and prepares its students for life-long learning.

History of the School

In 1957 negotiations began between the Most Rev Martin M Johnston, D D, Coadjutor Archbishop of Vancouver and Rev Brother A A Loftus, Provincial Superior of the Christian Brothers in North America, to secure the Brothers for a new school in BC's Lower Mainland. By 1960 an agreement had been reached between the Archdiocese of Vancouver and the Christian Brothers, a site had been chosen and construction of a ten room school had been completed. The future Saint Thomas More Collegiate was to be built in Burnaby, a short distance from St Louis College, a school in New Westminster which the Brothers had operated for a short time some thirty years earlier.

Saint Thomas More Collegiate welcomed its first student Knights in September 1960. Opening day brought together three Christian Brothers and 110 Knights enrolled in grades 7, 8 and 9. Over the years enrolment and staff grew as did the facilities. Major construction was carried out in 1966, 1978, 1981, 1984, and with the introduction of coeducation in 1998. Today's enrolment stands at about 675 students—both boys and girls—and the school now houses a gymnasium with changing rooms and weight room, a cafeteria, a large library, art, drama, and music rooms, a science wing, computer lab, woodwork shop, and technical education room, as well as improved washrooms, offices and counselling center.

Today Saint Thomas More Collegiate ("STMC") is a prominent member of the Catholic and civic educational communities in the Lower Mainland. This is due not only to STMC's development of facilities and growth in students and staff, but more so because there has also been a corresponding growth in appreciation of the Catholic educational philosophy which enlightens and sustains the spiritual, intellectual, social, and athletic facets of a Knight's education. The pioneers indeed built well, and all who have experienced the spirit of personalism and the challenge of excellence, hallmarks of a More education, are indebted to the many people who supported STMC throughout the years.

The Principals of Saint Thomas More Collegiate

1960-1966	Br W G McIntyre
1966-1969	Br W C Martin
1969-1970	Br D Frenette
1970-1972	Br R L MacKenzie
1972-1978	Br C H Slattery
1978-1984	Br W R Carrothers
1984-1989	Br K E Short
1989-1997	Br H J O'Neill
1997-2000	Br P J O'Loughlin
2000-2011	Mr D Hall
2011-	Mr M DesLauriers

Introduction to Saint Thomas More Collegiate

The Catholic School aims to create for the school community an atmosphere enlivened by the Gospel Spirit of freedom and charity. It aims to help adolescents in such a way that the development of their personality will be matched by the growth of the new creation which they became by Baptism. It strives to relate all human culture eventually to the news of salvation, so that the light of faith will illumine the knowledge which students gradually gain of the world, of life and of mankind.

Since its founding, Saint Thomas More Collegiate has constantly sought to create that type of Catholic School Community in which students are challenged to develop their total personhood: intellectual, physical, social, and spiritual. It is to the credit of past and present faculties that notable success has been achieved in this area. This success, however, is also due to the cooperative relationship which exists between faculty and parents, and its resulting support and encouragement of the student. Upon graduation moreover, the alumni, members of the fourth component of the school community, continue to be challenged and enriched through the numerous contacts they have with Saint Thomas More Collegiate.

The Second Vatican Council's declaration on Education emphasized that the school enhances the education of the individual by attempting to develop the spiritual nature of the student. In order for such spiritual growth to occur, an authentic Christian spirit, based on the belief that Christ is present and active in our midst, is encouraged. With this actualized, the effects of His spirit—Love, joy, peace, patience, kindness, goodness, trustfulness, gentleness and self-control—form the very atmosphere of Saint Thomas More Collegiate.

If the students are to experience this authentic Christian spirit then it becomes critical that it is clearly present among the faculty. In striving to grow together in mutual respect, support, and charity, the faculty can develop a truly Catholic Community within the school. By striving to create a spirit of acceptance, trust, openness, and friendship amongst themselves and among the students, the faculty leads the way in reflecting what it means to belong to the Body of Christ: the Church. Providing the students with this opportunity to experience Christ's presence in the school, should be paramount in the minds of the faculty.

The students, then, by enrolling at Saint Thomas More Collegiate enter into much more than a relationship whereby they are offered the opportunity to learn. This is indeed necessary and present, but they expect and receive much more. They become members of a Catholic school community consisting of students, faculty, parents and alumni. This is a community which remains true to itself and the students, moreover, by providing a milieu which encourages them to recognize, through faith, the riches of God's love, and guides them, through example, to respond to that love. In so doing, Saint Thomas More Collegiate helps to ensure the students abundant blessings for now and the future.

The School Badge

Thomas More (1478-1535), a Knight Baronet, after whom the school was named, was Lord Chancellor of England from 1529 until his resignation in 1532. As a Knight Baronet, a hereditary title lower than Lord but higher than the non-hereditary Knight Bachelor, he was called Sir Thomas. The Lord Chancellor was the leader of the government, roughly equivalent to the present day Prime Minister, and second in power to the King. The most famous picture of Sir Thomas shows him wearing his great chain of office which features the Tudor Rose, fused by Henry VII from the red and white roses of York and Lancaster to symbolize the union of the two houses at the end of the War of the Roses.

The students of the school and the many sports teams are referred to as Knights in honor of the title held by Sir Thomas, while many major items in the life of the school, such as the Yearbook, Basketball Tournaments, the Music Festival, the Track Meet, and the leader of the Student Council are entitled Chancellor in reference to the position he held.

The school badge is based on the coat of arms of the More family. A coat of arms consists of the arms, which appear on the main design, in this case a shield, and the crest, which appears above that shield. When members of families with coats of arms marry, they usually join the arms and crests of both families, resulting in a complex and cluttered design. A family often had their coat of arms redesigned and simplified, a decision the school also made in order to produce a unique but recognizable badge for Saint Thomas More Collegiate in Burnaby, BC, Canada.



The major section of the arms is described in heraldic terms as “Argent, a chevron engrailed between three moorcocks sable, combs, wattles, and legs gules.” Argent means that the background is white, symbolizing in heraldic terms peace or serenity and traditionally purity or virtue. Dividing the arms into three parts is a black spiky-edged chevron or inverted V. The chevron, based on the roof beams of a house, symbolizes protection and was granted to someone who had achieved a notable enterprise or had built a church. The engrailing or spiky edge is associated with land or the Earth and usually implies the bearer has done a

noble deed on Earth for which they will be rewarded in Heaven. The color black is traditionally associated with grief, but heraldically symbolizes constancy, faithfulness, or loyalty.

The chevron divides the crest into three, a number which is religiously very powerful, suggesting among other things the Holy Trinity, the three Wise Men, the three crosses, and Christ’s resurrection on the third day. In each of the three sections is a black moorcock with red crest, throat, and legs. These birds are all black in the school badge, but the color red has been retained as one of the school colors, for it symbolizes military fortitude or courage, as well as magnanimity or generosity. Furthermore red is appropriately associated with martyrdom. The three moorcocks are symbols of courage and tenacity, since these birds are renowned for fighting to the death. The moorcocks are also example of “canting heraldry,” which uses puns: many More or Moore families have chosen these birds as a pun on the family name.

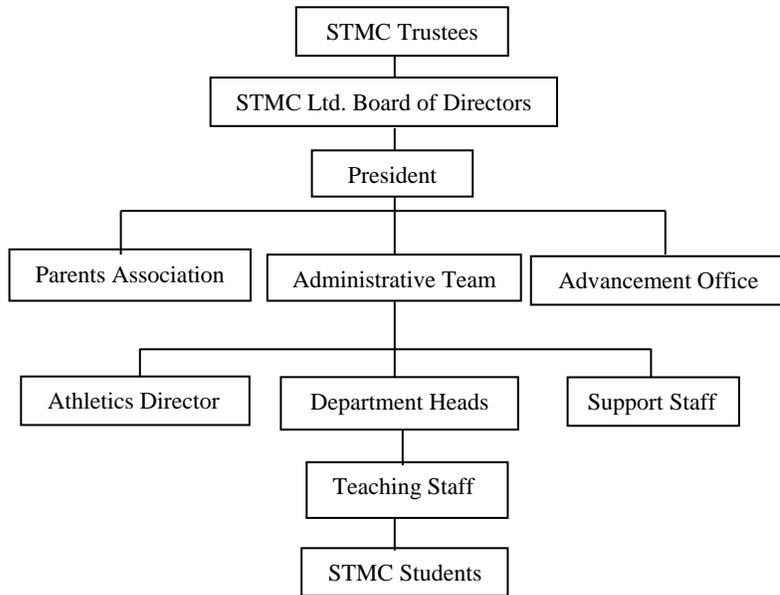
The top “dexter” moorcock, which is the right side heraldically but is on the viewer’s left, is hidden by “quartering argent on a chevron between three unicorn heads sable, as many bezants.” In other words, one quarter (heraldically) of the shield has an inset design. Again there is a black chevron, straight-edged this time, on a white background, with similar heraldic connotations as the main design. Each of the three divisions contains a black unicorn’s head. The unicorn is a symbol of courage, strength or virtue. This latter quality in heraldic terms is related to the Latin word *vis* or man, that is male human, the source of the English words virtue and virile. The unicorn is a mythical animal associated with Scotland, and when England and Scotland united under James I, a unicorn replaced one of the English lions in the coat of arms of Great Britain.

On the black chevron are three “golden roundels” or bezants, the golden coins of Byzantium or Constantinople. The bezant symbolizes trust and was a fitting device for Sir Thomas More who was for a time Under-Treasurer of England. The roundels often symbolize charity, but another heartwarming tradition is they stand for the money that Sir John More, Thomas’ father, paid to give freedom to a black slave.

The crest is “A Moor’s head affrontee sable.” In other words, the crest, which faces forward, is black and probably represents the freed slave’s head. It may also signify that a member of the family had been on the crusades. The choice of the Moor’s head is another example of “canting” or punning heraldry. In some versions of the More family coat of arms, the crest was a helmet, while in yet others the crest was a helmet with the slave’s head replacing the plume. The school chose the helmet as the crest, not only for obvious racial reasons, but also to reinforce the knightly theme and to stress the knightly qualities of courage, courtesy, and chivalry.

Below the coat of arms appears a scroll with the Latin phrase *Scientia per fidem*. This Latin phrase is the school motto and means “Knowledge Through Faith.” Behind the shield appear also the knightly crossed swords and the classical heraldic decoration of Acanthus leaves.

Structure of Governance



STMC Foundation

The stated purpose of the STMC Foundation, a society incorporated under the Society Act of British Columbia on June 20, 2003, is to receive gifts, bequests, trusts, funds, and property for the purpose of disbursing or loaning funds or property to Saint Thomas More Collegiate Ltd.

STMC Advancement Office

The Advancement Office strives toward advancing the mission and vision of STMC through external relations with parents, alumni, donors, and other stakeholders, fundraising, and communications. The Advancement staff provides a range of services to STMC and its extended community including:

- Coordinating the development of funding priorities.
- Implementing and coordinating resource development initiatives such as annual appeals, capital campaigns, and donor cultivation and stewardship events.
- Administering all donations to the STMC Foundation that includes accepting and receipting of gifts.
- Helping establish and maintain long-term relationships with alumni, donors, and key stakeholders.
- Assisting with the coordination of special events that foster ongoing relationship with the STMC community.
- Acting as a financial agent for the STMC Parents Association and Alumni Association.

System of School Communication

Administration to Parents

At STMC we favour the use of the Schools' Website and email communications to inform our parents and The emails are usually quick notices to alert our community of activities, changes in schedules, or notices from the STMC Parents' Association. We ask that all families provide (and keep updated) an email address to where these notices can be sent. If you have not already provided or updated your email address you can sign up for email notices at www.stmc.bc.ca or email to info@stmc.bc.ca. Also be sure to add info@stmc.bc.ca as a safe sender in your email security settings to allow the messages to be received into your inbox and not marked as junk and deleted.

Administration to Staff

- 1 Meetings
 - a Staff meetings: usually occur once a month
 - b Department head meetings: usually the last Wednesday of each month or at the call of the principal
 - c Advisory Council-once a month
- 2 Faculty Bulletin: published each Monday
- 3 Knightly News-posted weekly

Staff to Students

- 1 Classes
- 2 Announcements in class

Administration to Students

- 1 Announcements on the video monitors
- 2 Announcements on the public address system
- 3 Students Council meetings
- 4 General assemblies
- 5 Grade level meetings
- 6 Individual conferences

Students to Administration

- 1 Students Council meetings
- 2 Individual conferences

School to Alumni

- 1 E-mail & Website as required

Student and Family Commitment to STMC

Students attending STMC must demonstrate a pattern of academic success, positive behavior and regular school attendance. [Grab your reader's attention with a great quote from the document or use this space to emphasize a key point. To place this text box anywhere on the page, just drag it.]

In addition, STMC families must be responsible in meeting their financial obligations to the school (see Tuition Fees below). Failure to maintain commitments in one or more of these areas may prevent the student from continuing their education at STMC.

Parental cooperation is essential. If, in the opinion of the administration, parents' behavior seriously interferes with the teaching/learning process, STMC may require parents to withdraw their child and sever their relationship with the school. After grade 8, a student's continued enrollment at STMC is evaluated annually. To remain enrolled, a student must fulfill the requirements stated above.

STMC reserves the right to refuse re-registration to any student who is under an academic or behavioral contract with the school administration or who displays a disrespectful and non-compliant attitude toward religious studies or any other faith-based school activity.

Tuition Fees

Saint Thomas More Collegiate is an independent Catholic School in the tradition of the Christian Brothers. Partial funding is received from the Government of British Columbia, which means that all other funding required for operating purposes is covered by tuition payments and various fundraising efforts.

The vast majority of parents and guardians are faithful in paying the tuition costs and other fees related to their children's attendance at Saint Thomas More Collegiate. However, there are a few people who default on payments each year. It is inherently unjust to obtain a service and then fail to pay for it. As well, lack of payment defeats the fundraising efforts that are so vital in ensuring that the School is able to continue to provide a quality education.

Tuition Policy

1 All tuition payments and fees are to be submitted at the time of registration. Lump sum payments can be made or **monthly EFT payments (Pre-authorized debit)** can be filed with the school.

2 No student will be registered for a new school year if any payments are outstanding from a previous year.

3 If tuition payments are overdue by thirty days (30) days, the Business Manager will contact those involved to obtain payment. Payment **must be** made within fourteen (14) days of notification from the Business Manager.

4 Having received more than two (2) NSF payments, the Business Manager will notify the persons involved, in writing, that we will no longer accept **EFT** for payment.

5 For every NSF payment, an administration fee of \$40.00 will be charged.

6 The School will take legal action to obtain unpaid balances if all other resources fail.

Unless special arrangements for payment of tuition have been made with the Business Manager, in writing, the above policy will be in effect.

Calendar & Schedule

The school calendar provides important information regarding holidays, schedules, special events and more. The calendar may be viewed or downloaded from the school website: [Http://www.stmc.bc.ca](http://www.stmc.bc.ca)

Courses scheduled during the regular school day follow an eight period rotation that is set on the school calendar. Courses scheduled before or after the regular school day meet according to a timetable provided by the instructor. Online courses do not generally have a set meeting schedule.

Academic Reporting

Four printed report cards are issued during the year:

- Fall (Q1) Progress Report: provides a letter grade and teacher comment for each course
- Term 1 Report Card: provides a percent, letter grade and teacher comment for each course.
- Spring (Q3) Progress Report: shows a letter grade only for year-to-date achievement in each course
- Term 2 & Final Report Card: provides a percent, letter grade and teacher comment for each course. Final exam results are also reported where applicable

PowerSchool Reporting

All teachers record student grades and attendance using the STMC PowerSchool system. Parents and students may access this system for detailed, real-time information using the Internet or mobile apps.

Access credentials for the STMC PowerSchool System are provided to new families in September. All parents and students may also contact the STMC IT Department for prompt assistance in resolving any problems encountered with the system.

Grading Scale

All marks are reported using the following scale:

100 - 86	A	(Excellent)
85 - 80	B+	(Very Good)
<i>The B) grade is not used for Final Marks</i>		
85 - 73	B	(Above Average)
72 - 67	C+	(Average)
66 - 60	C	(Satisfactory)
59 - 50	C-	(Passing, risk of failure)
49 -	I	(Unsatisfactory)

Grades below 50% will be reported as an F for the Final Report

Student GPA

Student GPA (Grade Point Average) calculations are based on credit-weighted percentage grades for all courses except Health & Career Education 8 & 9, Teacher Assistant 8 - 12, and Grad Transition 12. Student GPA's are formally reported on the Term 1 and Final Report Cards.

Work Habit Grade

Student effort and attitude in terms of homework, behavior, and classroom contributions are reported according to this five-point scale: site grade reflecting the students' performance both inside and outside the classroom: homework, behavior, classroom contributions are all reflected in this grade.

- 5 Excellent work habits
- 4 Above average work habits
- 3 Average work habits
- 2 Below standard work habits
- 1 Very poor work habits

Examinations

Mid-term examinations for selected courses are scheduled in January, and count for 20-40% of the Term 1 mark.

Final examinations for selected courses are scheduled in June, and count for 20-40% of the overall final mark. Note that courses with Provincial Examinations will calculate final marks according to Ministry of Education regulations.

Honor Roll

Honor Roll certificates and awards are based on a student's rounded GPA (Grade Point Average) as reported on the Term 1 and Final report cards. Three certificate levels are awarded:

- 100 - 90 **Distinction Honors**
- 89 - 86 **First Class Honors**
- 85 - 80 **Honors**

How to Get Organized

Suggestions for Notebook Organization

Materials needed

- 1 Binder—a good strong one, with rings which close solidly
- 2 3 sets of plastic tabbed dividers;
- 3 Loose-leaf (teachers might specify clear or graph paper);
- 4 Plastic “pouch”—3 hole;
- 5 Packet of hole-strengtheners to go in pouch;
- 6 2 duo-tang project folders.

Organization

- 1 The first section in the binder is labeled *Homework*.
- 2 Each day’s homework is dated and neatly written out.
- 3 Subject teachers should always allow time for homework to be noted—and demand that it is.
- 4 Homework checks can be done easily.
- 5 The back page(s) are reserved for “long-term” assignments.
- 6 Other sections are reserved for separate subjects or areas within subjects (English may be divided into novels, short stories, vocabulary, etc.) Because of individual teacher preferences, there can be no single organizational method.
- 7 The plastic pouch holds hole-strengtheners, and any material to be sent home—such as letters or report cards—should be placed in the pouch.

- 8 At the back of the binder, just after the pouch, the 2 duo-tang folders are kept, ready to be used if any teacher wishes to review a student’s notes or work.
- 9 On return, the notes are replaced in the binder and the duo-tang returned to the back.
- 10 Extra section dividers are kept at the back to be used if a teacher wishes to begin another area of study.

This organization works

The most disorganized students, once introduced to this plan, improve tremendously, because their own weaknesses are compensated for, and teacher supervision is much easier.

Some advantages

- 1 Since all “books” go home and return to school each day, the students can’t say, “I forgot my book(s).”
- 2 Since all students are required to note all homework—whether they complete it in class or not—supervision by teachers and parents is made much easier, since a quick check can be made to verify completion and /or quality. Since everyone has a homework section, and all other subjects are in the same binder, supervision is a snap.
- 3 Any part or all of a student’s notes can be checked by pick-up without having to stop ongoing class-work.
- 4 Any part can be rewritten without disfiguring a notebook or leaving in place low-quality work. All classwork or assignments should be dated in order to maintain the sense of the binder as a portable filing system.
- 4 Any teacher notes (Xeroxed) should be hole-punched and put in place appropriately in the binder.

Academic Requirements (Grade 8-9)

Courses	Grade 8	Grade 9
Religion (School Requirement)	Religion 8	Religion 9
Career and Health Education	Career Health 8	Career Health 9
Language Arts	English 8	English 9
Social Studies	Socials 8	Socials 9
Science	Science 8	Science 9
Physical Education	PE 8	PE 9
Second Language	French 8	French 9
Mathematics	*Math 8 (4)	* One from Math 9 or Math 9 Enriched
**French	French 8	French 9
***Fine Arts/Applied Skills	Choose One from the following full year courses Band 8 or Choir 8 OR ***Choose two of the following half year courses Art 8 Info Tech 8 Drama 8 Woodwork 8	Choose One from the following full year courses Band 9 or Choir 9 OR ***Choose two of the following half year courses Art 9 Info Tech 9 Drama 9 Woodwork 9

*** MATH**
Advanced students can write a Math 8 Challenge Exam. Math placement will be determined by the Math Department Head!

****FRENCH**
French Immersion students can write a French Challenge Exam. French placement may vary at the discretion of the French Department Head for French Immersion

*****APPLIED SKILLS/FINE ARTS**
Info Tech involves developing computer skills.

***Due to class size limitations, students may not always get their first choice in these courses.

Some students in consultation with the Administration and their parents will opt to take a Learning Assistance Block rather than French!

Grade 10, 11 and Requirements - What You Need to Graduate from BC and STMC

In order to graduate from the province of BC, every student in the Graduation Program has to pass certain basic courses in their grade 10, 11 and 12 years. **In addition, students must pass Religion 10, 11 and 12 to graduate from STMC.**

MINISTRY REQUIRED COURSES	Minimum Credits
Planning 10	4
English 10	4
English 11	4
English 12 or Communications 12	4
Math 10	4
Math 11	4
a Fine Arts and/or Applied Skills 10, 11 or 12	4
Social Studies 10	4
Social Studies 11	4
Science 10	4
a Science 11 or 12	4
Physical Education 10	4
Grad Transitions 12 (See Below)	4
Total Required Course Credits	52 credits
REQUIRED STMC COURSES	
Religion 10	4
Religion 11	4
Religion 12	4
Total STMC Required Course Credits	12 credits
In addition students must take at least 4 other elective courses. At least 2 of these electives must be at the grade 12 level.	16 credits
OVERALL TOTAL:	80 credits

Additional Information

Graduation Transitions: There are 3 aspects!

Personal Health - maintain a personal health plan and participate in at least 150 minutes per week of moderate to vigorous physical activity in grade 11 and 12.

Community Connections - participate in at least 30 hours of work experience and/or community service and describe what was learned.

Career and Life - complete a transition plan and present significant accomplishments.

EXAMS: Students are required to write a minimum of 5 Provincial Exams.

English 10 (20% Exam/ 80% Course Work)

Science 10 (20% Exam/ 80% Course Work)

Math 10 (Essentials, Regular, Enriched) (20% Exam/ 80% Course Work)

Grade 11 Social Studies (20% Exam/ 80% Course Work)

A Grade 12 Language Arts (English 12) exam (40% Exam/ 60% Course Work)

Note: Except for the English 12 Provincial exam, all other Grade 12 provincial exams are optional.

BC Government scholarships will be awarded based on government exam results in English 10, Science 10, Math 10, Socials 11 and English 12..

External Learning Credits Students can earn further credits for activities undertaken outside of STMC.

Students who are involved at a very high level in athletics or the arts can qualify. Students who have completed certain courses outside of school may also qualify for credits toward graduation. (See Academic Counselling)

Personal Counselling

Mr Steve DeLazzari and Ms Joanna Boyd

The Personal Counselling Department can best be described in a simplistic fashion as follows:

Whenever we feel ill, we will try and remedy the situation by seeing our doctor. If our teeth are hurting us, we will see a dentist, or if we sustain a sports injury we will see a physiotherapist.

The above are only some aspects of how our bodies might break down. So much of how God created us depends on our thoughts, our emotions and our behaviors. If any of these three areas break down, it can lead to a variety of struggles in one's life, whether on the homefront, at work, or at school. Counselling helps individuals who are struggling in any of these three areas, and the counselors are here to help any student or family reach their maximum potential.

Referrals for counseling may come from parents, friends, teachers, administration or individuals themselves when they recognize that they are struggling in some facet of their life.

Should the need arise, please do not hesitate to contact either counselor at:

Steve De Lazzari steve.delazzari@stmc.bc.ca Ext. 118

Joanna Boyd Joanna.boyd@stmc.bc.ca Ext. 114

Academic Counselling

Mr Hank Bouwman, Mr Bernie Kully and Mr John Spanjers

The Academic Counselling Department provides advice for all grades on courses necessary for high school graduation. We also help students in grades 10, 11 and 12 prepare for the transition to post-secondary life. We give information on college and university entrance requirements, help students with the application process and provide information concerning post-secondary scholarship applications.

Through Planning 10 students are exposed to a computer career selection program which gives students some direction in trying to select a career profession. Students can re-visit this program in their later years.

Utilizing the school website, information evenings, class visits, office visits, the Academic Counsellors endeavor to help students maximize their STMC experience from an academic perspective.

Below is the contact information for the Academic Counsellors:

Bernie Kully bernie-kully@stmc.bc.ca Ext 126

John Spanjers john.spanjers@stmc.bc.ca Ext 115

Hank Bouwman hank.bouwman@stmc.bc.ca Ext 119

Career and Health Education

Career Health and Education 8 and 9 (Mandatory)

The aim of Health and Career Education 8 and 9 is to provide students with the knowledge, skills and attitudes that will assist them in making informed decisions related to their health, their education and their future careers.

Health and Career Education 8 and 9 provides a foundation of learning for Planning 10, the required Graduation Program course. Health and Career Education 8 and 9 represents a continuum of learning, developing and building on key concepts and abilities from year to year that enable students to become informed decision makers and active participants in planning and taking responsibility for their own lives.

Planning 10

Planning 10 is a course required by the BC Ministry of Education for all Grade 10 students. The course starts to prepare students for life after high school. It covers education and career plans, health, personal finances and the graduation program. Planning 10 is taught as a full year course at STMC.

Religion

STMC Religion Department Philosophy

The mission and vision of the religion department are based on the Essential Elements of a Christian Brother education. We strive to enrich the spiritual lives of our students and encourage them to manifest their faith through instruction, community service and personal growth. The curriculum and co-curriculum experiences (ie. retreats) has an aim to encourage students to live a Christian lifestyle. Overall, through our teaching, mission collections, our service program and the presence of the Brothers, the religion department aims to create a positive religious experience for our community.

Religion 8 (Mandatory)

Religion 8 serves as a foundation for our Catholic community with a focus on the basic overview of the Old Testament and God's covenant relationship with us. Students will also learn about the life and charism of Blessed Edmund Rice and the Essential Elements of an Edmund Rice Christian Brother Education. In addition, an introduction to prayer, the sacraments, the liturgy and Theology of the body will be covered in this course.

Religion 9 (Mandatory)

Religion 9 is a study of the New Testament with a special focus on Jesus as a person, his position as the son of God, how he was called, his discipleship and his mission. The course covers Jesus and the Mystical Body, the Sacraments, the Eucharist and the Liturgical Year.

There are several main units of study that are involved in this course but they are focused on the key events of Jesus' life and the central themes that are found in the gospels. The other

major component of the course is how we as individuals fit in with the teachings of Jesus, prayer life, the sacraments, the liturgy and Theology of the body.

Religion 10 (Mandatory)

The main focus of this course is Moral theology, including the study of natural Law, conscience and its formation, Sin and Virtue. The course is designed to make the student think by discovery. The Sacrament of Reconciliation is covered, as are decision making, critical thinking skills, specific moral issues, and sexual ethics.

Morality comes from the Latin word moralitatem meaning 'character'. The choices we make build our character and shape the people we become. If life is a trip, morality is our road map. This course explores Catholic teaching and questions societal values, providing students with an opportunity to shape and flex their moral compass.

Religion 11 (Mandatory)

The main focus of this course is Church history. The Church has a very rich and complicated past. As Catholics we believe that Jesus Christ is God. Therefore the most important event in our history was the Incarnation. The second most important event must be the establishment of our Church by Christ. Throughout the year we will be examining the Church and its history to have a better understanding of the Church.

This course is intended to help you appreciate and understand the history of the Catholic Church by: tracing the major moments in Church history, showing how the Church is on a journey guided by the Holy Spirit, fostering knowledge and pride in Christian heritage and identity, exposing students to Catholic writers, helping students recognize themselves as Church and by examining the connections between Church and state throughout history.

Religion 12 (Mandatory)

Religion 12 is designed to help students develop a fundamental understanding of how Catholicism interacts with who they are and how they plan to live the rest of their lives. The course is designed to help students explore issues involving decisions about life, legal, cultural and moral dimensions. In addition, students will take a deeper look at the church teachings as it relates to human life and the dignity of the person. An overall analysis of the Essential Elements of an Edmund Rice Christian Brother Education will also be a focus of this year.

Students who fail Religion

Students of St. Thomas More Collegiate must pass their Religion class to advance to the next grade. If a student fails Religion, the student will be required to work on a series of assignments. Successful completion of this project will allow the student to advance to the next grade.

Service Hours

(A more detailed explanation can be found on our website)

The STMC Service Program is designed to give students an opportunity to put into practice the values of Christian charity, compassion and understanding we are presenting in religion classes. Since many students already practice these values in their everyday lives, this component is not a serious obstacle. Potentially this program will allow students to experience Christianity in a dynamic way by actively participating in a wide variety of community service opportunities.

Grade 8, 9 and 10 Guidelines

Students at this level must complete a minimum of 30 service hours. The hours can be completed entirely at STMC, or in the student's own community, or as a combination of the two.

Grade 11 and 12 Guidelines

One of the Ministry of Education requirements for graduation is the successful completion of the Work Experience component of the Planning 10 Course. According to Ministry guidelines, **the STMC service project** satisfies the Work Experience component. The completion and recording by teachers of this project is therefore crucial. Students may complete no more than 6 hours of service per semester at STMC: at least 9 hours per semester must be completed in the greater community.

Evaluation 15% Term (Please note-students can hand in all 30 by the end of the school year).

General Guidelines

- 1 Just about any service work over and above regular school hours, in which a student provides a service for those in need, can be considered.
- 2 If the opportunity presents itself, students in any grade level may do their 30 Service Project hours during the previous summer, or may do all 30 Service Project hours during either semester.
- 3 Proper documentation must be obtained in order for these hours to count towards the Service Project.
- 4 The Service Project hours must be done outside of regular school hours unless otherwise approved by the Head of the Religion Department.

Documentation

- 1 All Service Projects must be completed by the date specified by teachers.
- 2 The required Service Project questions must be completed neatly.
- 3 The Service Project form must be signed by a supervisor or other adult, not by an STMC student, and a phone number for this adult must be included for verification purposes.

Examples of Work Acceptable for Service Project Hours

- Working at a hospital

- Working in a parish
- Church events
- Chancellor Music Festival
- Dinner Auction
- Craft Fair
- Community cleanup days
- Youth group
- CCD assistant
- Organizing an elementary tournament
- Assisting the Alumni Office
- Working on a neighbor's house or yard
- Volunteering at a soup kitchen, seniors' home, food bank, daycare, YMCA, recreation center
- Giving presentations at the grade 8 or grade 9 retreats
- Serving, reading, singing, or taking collection at your parish, other than your Sunday obligation
- A maximum of eight hours per semester of serving, reading, singing, or taking collection at your parish for your Sunday obligation liturgy

Examples of Work NOT Acceptable for Service Project Hours

- Working at a family business

Missions

Our Vision at St. Thomas More is for every Knight to make a positive contribution to the Earth and its people. Our mission and outreach programs help to give students an opportunity to help the less fortunate in the world through charity and service. A worldwide tradition in Christian Brothers' Schools is the collection of money for our foreign and local missions.

Retreats

For our staff and students, a retreat is a special time away from their normal routines to reflect on their lives, to experience new things, to enjoy being with their friends, and to learn more about one another, to pray, and to quiet themselves down to be open to God's spirit.

- Grade 8: Community and Blessed Edmund Rice (Fall)
- Grade 9: Jesus in our life (Spring)
- Grade 10: Faith and Morality (Winter)
- Grade 11: Leadership (Spring)
- Grade 12: Vocations (Spring)

The goals of each retreat are similar, but are approached differently, and each retreat is changed every year to fit the needs of the students in that grade. At these retreats, students will be involved in a variety of activities to help them work through various goals.

With a committed retreat team and a well organized schedule and explanation of goals, rules and expectations, the students have an opportunity to grow as individuals and as a group to be full members of the St. Thomas More Community. For many students, these retreats are highlights of their memories at STMC and sometimes become a turning point in their lives as they move forward in their faith journeys.

English

English 8 (Mandatory)

The English 8 course emphasizes the basic skills of listening, writing, and reading. Through a variety of exercises students learn the difference between active and passive listening. They are given a variety of speaking experiences such as oral reading of prose and poetry as well as class and small group discussions. Through literature read in class, students are introduced to new vocabulary, as well as the more common figures of speech. The writing sequence of drafting, revision for clarity, proofreading and editing is introduced. Grammar and punctuation are taught in the context of student writing.

English 9 (Mandatory)

In English 9 students continue to work on the basic skills of listening, speaking, writing and reading. There is a variety of speaking experiences similar to the process taught in grade 8 but applied to grade 9 material. Students learn how to organize ideas into effective paragraphs, considering such factors as limiting the topic, unity, and coherence. The writing sequence of drafting, revising for clarity, proofreading and editing is reviewed. Through the literature read in class students review the common figures of speech as well as learning other figurative expressions as they appear in the grade 9 literature. Students continue to build a broad reading vocabulary.

Social Studies

Socials 8 (Mandatory)

The emphasis of the course is on the integration of the study of the history with the geography, literature, art, and music of many regions of the world. Students are asked to consider a number of primary sources from a variety of genres, and to apply themselves to understanding the uses and limitations of each. The students are also asked to compare various perspectives, see the present-day relevance of their studies, and explore connections between cultures, periods, and disciplines.

Socials 9 (Mandatory)

Socials 9 is a two part course which covers European history and Canadian history. The European section of the course includes the English Civil War, the French Revolution, Napoleon, and the Industrial Revolution. The Canadian history component of the course includes the early explorers of

Canada and concludes with the War of 1812. Aside from history, students will also be learning about the geography of Europe and Canada.

Science

Science 8 (Mandatory)

In this course students explore a variety of topics that enable them to develop the skills necessary for further study in biology, chemistry and physics. Students acquire the skills to devise a scientific experiment by using their knowledge of the scientific method. They will learn a variety of graphing techniques, methods for collecting data and how to use a compound light microscope. A large part of the curriculum involves the studying of the human body. The focus is on the organization of the body as well as to develop an awareness and understanding of how each of the body systems sustains life by maintaining a steady state termed homeostasis. Students will also discover the properties of waves and be able to relate these properties to the electromagnetic spectrum. An exploration into the world of optics will enable students to learn about how light interacts with mirrors and lenses. Finally, the properties of matter will also be studied with a focus on the Kinetic Molecular Theory, thermal energy, density and pressure.

Science 9 (Mandatory)

Science 9 is a continuation of Science 8. It reviews cell structure and function then expands to cell division in unicellular and multi-cellular organisms. The cell cycle, mutations, asexual and sexual reproduction and assisted reproductive technologies round out the biology section of the course.

Space exploration is a key unit in the course and involves how the universe formed the components of the universe, and how human knowledge of the universe continues to increase through observation and exploration.

The Electricity section of the course involves static charges, electric forces, ohm's law and simple circuits. It concludes with uses and power of electricity.

Safety in the classroom and workplace is essential to a well run facility and review proper safety practices. Chemistry involves investigating matter and the atomic theory. We then explore the world of the atom and how atoms join together to form molecules. The periodic table is explored and we learn how to organize atoms to form ionic and covalent compounds. The course concludes with learning the physical and chemical changes involved in reactions.

Mathematics

Mathematics 8 (Mandatory)

The Mathematics 8 course deals with a range of topics including number operations with fractions, decimals and integers, data analysis, geometry, measurement, and algebra. Problem-solving skills are developed.

Mathematics 9 (Mandatory)

In Mathematics 9 students study numbers: integers, rational numbers, exponents, squares and square roots. The algebra strand includes solving equations and inequalities. Algebraic problem solving is stressed. Polynomials and their operations are introduced. Measurement includes circle geometry, scales, similar polygons and surface area. Graphs of linear and non-linear relations are introduced.

Languages

French 8 (Mandatory)

The basic elements of French grammar are introduced as students learn to communicate using simple vocabulary and common expressions. The development of spoken language is balanced with the essentials of written expression. This is both a fun and practical introductory language course.

French 9 (Mandatory)

Students continue to progress in the study of tenses, regular and irregular verbs, and other parts of speech. A more formal approach to grammar and sentence structure is followed. The use of adjectives, articles, prepositions and other grammar rules enhance the level of the student's communicative skills. Oral activities, skits and dialogues allow the student to become more comfortable with the spoken language. Exploration of geographic, cultural and historical perspectives introduce the student to the diversity of the French speaking world.

Physical Education

The goals of the Physical Education Program are to assist students in developing knowledge and understanding of factors involved in attaining competence in and appreciation of physical activity, maintaining positive personal attributes and interpersonal relationships as well as a positive attitude towards participation in physical activity, developing efficient and effective motor skills, and enabling them to apply these skills to a wide variety of physical activities, and in developing and maintaining physical fitness.

Physical Education 8 (Mandatory)

PE 8 introduces the students to health and safety factors, personal equipment care and the need for showers; conditioning exercises and the major muscle groups. Students take part in no fewer than eight team activities and ten individual activities. The course includes an introduction to the science of good health, personal health, body systems and diseases.

Physical Education 9 (Mandatory)

PE 9 is a continuation of PE 8 with a more intensified program concentrating on weight training, circuit training and warm

ups. Through a variety of exercise, team sports and games, students are exposed to many activities that will make them life-long active learners.

Physical Education 10 (Mandatory)

PE 10 is the completion of mandatory education at STMC. This class is a combination of all skills and knowledge learned from grade 8 and 9. Students are required to teach a class and be involved in understanding their activity levels. Again through a variety of exercise, team sports and games, students are exposed to many activities that will make them life-long active learners. After completion of Grade 10 students will have the option to take either Physical Education 11-12 or Fitness 11-12.

Applied Skills

All Applied Skills courses taken in Grades 8 and 9 are half-year elective courses

Info Tech 8 (Elective)

This course focuses on helping students gain and develop computer skills that will aid them throughout high school. The course includes units and projects related to keyboarding, Microsoft Office (Word, Excel, Publisher, PowerPoint), online safety and behaviour and HTML coding.

Woodwork 8 (Elective)

The course is mainly an introduction to hand tools, with a variety of smaller power tools and machines also being included. The main objective is to provide a variety of woodworking experiences and techniques which develop the students' skills in proper woodworking procedures, including the safe setup, operation, general maintenance, and use of all the hand and power tools in the course. Techniques for developing good designs, choosing and manufacturing the most appropriate wood joints, proper production procedures, assembly strategies and finishing techniques will also be covered.

Info Tech 9 (Elective)

This course develops a number of important IT concepts and skills. Basics such as keyboarding and IT terminology are covered and reviewed throughout the course as students work on learning more advanced skills with productivity and imaging applications.

Woodwork 9 (Elective)

The emphasis in this course is to introduce students to the proper setup and safe use of power tools and power machines, primarily the table saw, radial arm saw, jointer and surface planer. The use of the lathe is optional. By their choice of specific projects and assignments – coffee and end tables, medicine cabinets, chests of drawers, piano benches, etc. students develop specific skills which will enable them to calculate materials and costs and to manufacture quality modern and/or traditional furniture.

Fine Arts

All Fine Arts courses taken in Grades 8-10 are half-year elective courses except for Music Courses

Visual Arts

Art 8 (Elective)

Art 8 provides students with an introduction to Visual Arts at the secondary school level. In Art 8, students will use a variety of art media which include graphite, charcoal, Sharpie, India ink, Prisma Color, pencil crayon, acrylic printing ink, and watercolour paint. Students will also complete sketchbook activities and drawing tutorials that reinforce the skills and techniques learned in the classroom and modeled in the studio. The students will engage in an extensive study of the visual Elements of Art and Design. The elements are: line, colour, form, space, shape, texture, value and tone. Throughout the course, students will also apply the Elements of Art and Design on a daily basis as they create no fewer than eight original works of art. The focus of Art 8 is to have fun and learn about Visual Art.

Art 9 (Elective)

Art 9 allows students to expand upon the visual art styles and methods studied in Art 8. In Art 9, students work towards mastering the art media that they were introduced to in Art 8. Students will also complete sketchbook activities and drawing tutorials that reinforce the skills and techniques learned in the classroom and modeled in the studio. The students will engage in an intensive study of the visual Principles of Art and Design. The principles are: balance, movement, rhythm, contrast, emphasis, pattern & unity. Throughout the course, students will apply the Principles of Art and Design on a daily basis as they create no fewer than 8 original works of art. The focus of Art 9 is to have fun and to master the art media.

Performing Arts

Drama 8 (Elective)

This course allows students to learn and develop communication skills and gain speaking and performing confidence. Students partake in improv activities, learn about theatre history and vocabulary and work collaboratively with their peers to create and perform scenes based on a variety of concepts.

Drama 9 (Elective)

This class builds upon the skills explored in Drama 8. Students participate in various activities which help them develop their creativity and concentration skills. Students are also introduced to basic theater terminology. The skills that are learned in this class can also be used in other classes.

Music

Grade 8 Band

This full year course is designed for Grade 8's who are interested in playing in a concert band setting. This on the time table course allows students the opportunity to learn basic music theory, history, and performance skills on an approved concert band instrument. During the course of the year students will rehearse, perform, and take part in clinics and workshops. *Students are required to rent their own instrument for this course. Prior musical training is not required for this class.*

Grade 9 Band

This on the time table, full year course is designed to further the musical development within a concert band setting for students in Grade 9. Students will be instructed in areas of music theory, listening, music history, and musical performance in various musical styles. *Students are required to rent their own instrument for this course. Students must either have completed Grade 8 band or have permission of the Band Director to be eligible to take this course. This course is a co-requisite for Jazz Band.*

Senior Concert Band Grades 10-12

This on time table full year course is open to students from grades 10 to 12 and is designed to develop students' musical skills to a higher degree within a concert band setting. Students will be further instructed in areas of music, theory, listening, music history, composition, and musical performance in various musical styles. *Students are required to rent their own instrument for this course. Students must either have completed Grade 9 band or have the permission of the Band Director to be eligible to take this course.*

Jazz Band A

This full year course meets regularly off the timetable every Tuesday and Thursday morning as well as every Friday at lunch. This auditioned group is open to students from Grades 8 to 12 who are selected based on their audition. Students will be instructed in advanced areas of Jazz theory, listening, Jazz history, composition, Jazz improvisation, and performance in the Jazz style. *Students are required to rent their own instrument for this course. Students must either be enrolled in a concert band program or have the permission of the Band Director to be eligible to take this course. All students must audition to be eligible for this class. They will be placed in either Jazz Band A or B dependent on their audition.*

Jazz Band B

This full year course will meet regularly off the timetable every Monday and Friday morning, as well as Wednesday at lunch. This group is open to all students who are currently enrolled in a concert band program. Students will be instructed in basic areas of Jazz theory, listening, Jazz history, composition, Jazz improvisation, and performance in the Jazz style. *Students must either be enrolled in a concert band program or have the permission of the Band Director to be eligible to take this course. All students must audition to be eligible for this class. They will be placed in either Jazz Band A or B dependent on their audition.*

Concert Choir 8

This is a year long course that explores choral music from a wide variety of cultures, genres, and time periods through study and performance. Emphasis will be placed on developing the complete musicianship of each student through instruction on basic vocal technique, sight-reading skills, and introductory music theory. In addition to our Christmas and Spring music nights, all choir students will have the opportunity to perform at music festivals, school masses and services, and are eligible to go on the STMC music trips.

Concert Choir 9

This is a year long course that explores choral music from a wide variety of cultures, genres, and time periods through study and performance. Emphasis will be placed on developing the complete musicianship of each student through instruction on basic vocal technique, sight-reading skills, and music theory. In addition to our Christmas and Spring music nights, all choir students will have the opportunity to perform at music festivals, school masses and services, and are eligible to go on the STMC music trips.

Concert Choir 10

This is a year long course that explores choral music from a wide variety of cultures, genres, and time periods through study and performance. Emphasis will be placed on developing the complete musicianship of each student through instruction on basic vocal technique, sight-reading skills, and intermediate level music theory. In addition to our Christmas and Spring music nights, all choir students will have the opportunity to perform at music festivals, school masses and services, and are eligible to go on the STMC music trips.

Concert Choir 11/12

This is a year long course that explores choral music from a wide variety of cultures, genres, and time periods through study and performance. Emphasis will be placed on developing the complete musicianship of each student through instruction on basic vocal technique, sight-reading skills, and advanced level music theory. In addition to our Christmas and Spring music nights, all choir students will have the opportunity to perform at music festivals, school masses and services, and are eligible to go on the STMC music trips.

STMC Chamber Singers (Grades 9 to 12)

This is an auditioned choir open to students in grades 8 to 12. Students must be registered in the concert choir program to be eligible for this course. Emphasis will be placed on performing challenging choral music from a wide variety of cultures, genres, and time periods. In addition to our Christmas and Spring music nights, the chamber singers will perform at various festivals throughout the lower mainland. Opening and remembrance mass, the STMC open house, the elementary recruitment tour, as well as a number of different performance engagements that come up throughout the course of the year.

STMC Jazz Singers (Grades 10 to 12)

This is an auditioned choir open to students in grades 8 to 12. Students must be registered in the concert choir program to be eligible for this course. Emphasis will be placed on performing a wide variety of vocal jazz repertoire as well as study of history and jazz theory. In addition to our Christmas and Jazz music nights, the Jazz Singers also perform at various competitive festivals throughout the lower mainland and at occasional school functions.

Discipline Policy

In keeping with our Mission Statement, the aim of our discipline policy is to create an atmosphere conducive to the development of a Christian community and of school pride. We believe that all persons must practise self-discipline and be willing to work at becoming cooperative and contributing members of the school and the community. STMC strives to provide a safe and non-threatening environment, and expects all students to conduct themselves in a respectful, responsible, and considerate manner and in accordance with Christian values.

Code of Conduct

The Code of Conduct applies to all members of the St. Thomas More Collegiate community travelling to and from school, in class, at school functions, on school property, and in situations where they are seen to be representatives of the school. Members of the STMC community are expected to:

- Conduct themselves in a polite, responsible, and respectful manner with other students, parents, teachers and all school staff;
- Show respect for school property and the property of others;
- Be respectful, attentive and participate at Liturgies and at prayer services, regardless of their own beliefs or religious affiliation;
- Dress in an acceptable manner, in accordance with the intent of the school's dress code;
- Take responsibility for the task of learning including being punctual, attentive, cooperative, attending all classes and completing all assigned work;
- Use language appropriate to a Christian community, free of name calling, insults and profanity;
- Be considerate of others, their thoughts, feelings, background, and situation;
- Be free of alcohol, illegal drugs, and weapons;
- Be aware of their own rights and responsibilities and to exercise these in a positive manner.

Harassment

The STMC community will not tolerate any form of harassment by its members.

Harassment can be any action that unjustly creates an unwelcome or negative environment for an individual, is detrimental to that individual, or undermines the dignity and self-respect of the victim. Examples of harassment may include, but are not limited to, bullying, extortion, verbal and physical threats, excessive name-calling or teasing, racial remarks, and offensive slogans, language, or pictures (this includes all forms of cyber bullying as well).

Harassment also includes sexual harassment, which is seen as any unwanted sexual attention of a persistent or abusive nature made by anyone who knows or ought to know that such

behavior is unwanted. It also includes sexually oriented remarks and behavior which may reasonably be perceived to create a negative emotional environment for students, teachers, visitors, and others in the vicinity of the school. Any persons who believe they are victims of harassment of any form are requested to report their concerns to the school administration immediately.

Disciplinary Steps

When discipline does not develop from within, it must be imposed from without, and overall school discipline is primarily the responsibility of the Vice-Principals. Mr Orser deals with all concerns for grades 8-10, and Mr Steele deals with grade 11 and 12 concerns.

At the beginning of the year, teachers will discuss with their students what is expected of them in the classroom and set their classroom guidelines.

Disruptive behavior in the classroom is dealt with according to the following steps:

- 1 Students are reminded of guidelines.
- 2 Teachers assign their own disciplinary actions, e.g. detention, phoning home.
- 3 If the problem persists, teachers phone the parents and notes confirming the phone calls are recorded on the students' anecdotal records, kept by the teachers. Copies may be given to the Vice-Principal.
- 4 If the student's behavior does not change, they will be sent to a Vice-Principal. Reports explaining the disciplinary actions taken are given to the teachers. More serious infractions or persistent patterns of misbehavior will be reported to parents.

Disruptive behavior outside the classroom is dealt with according to the following steps:

- 1 The students are sent to a Vice-Principal with notes explaining the problems.
- 2 Appropriate actions are taken by the Vice-Principal.

The administration of the school reserves the right to search lockers, students' bags and jackets to ensure the safety of students and to support school policy. As lockers are school property, searches of student lockers can be conducted at any time without the presence of the student. Students' bags or jackets (on site) would be searched in the presence of the student. Such searches would occur by a teacher or administrator when they suspect (have reason to believe) the said items contain illegal substances, weapons or stolen items.

Procedure for Complaints / Problems / Difficulties

If you have a complaint or wish to resolve a problem or difficulty regarding students, the correct procedure is to approach the teacher involved first. If after that you feel the problem has not been resolved satisfactorily, then contact the School Administration. It is important that any problems are discussed early with the persons concerned. Nothing is gained by complaining to other parents, students, or teachers.

Creating a Climate of Responsibility

As part of the Catholic community at STMC, we, the students, staff and parents are expected to conduct all of our relationships so that our actions reflect the following Christian-Centered values and beliefs:

- Honesty and integrity
- Responsibility and Cooperation
- Respect and Harmony

With respect to safety of possessions at STMC, the following observations are deemed to be accurate:

- Many students bring money or valuable possessions to school
- Most items that are reported lost or stolen are not secured either on the person or in a locker
- The majority of items reported lost or stolen occur in the PE change rooms. Most frequently, these lost or stolen items are left unsecured.

The official Lost and Found is located in the area next to the main office. Our Leadership class, once a month, cleans out this area by returning items with student names on it and displaying items in our foyer. Unclaimed, non-STMC clothing is donated to the local charity.

Regulations and Requirements for students

- Secure all valuables at all times including clothing in either your personal locker or bring a second lock to secure your valuables in the PE change room.
- Report any missing items to the appropriate Vice-Principal. Complete a Missing Items Report.
- Check regularly the Lost and Found to recover missing items.
- Inform teachers or the Administration of any suspicious activity that appears to be theft.

Expectations of Staff

- Coaches and PE staff will monitor the PE change rooms to ensure all valuables are secured.
- Students must not be allowed in the PE change room once the door is secured and locked.
- Staff will not allow bags or valuables of any sort into any instructional area.
- Assist the student when a reported item is missing.
- Administration will prepare an annual report summarizing the incidence of theft to provide further guidance in the development of alternative strategies.

Expectations of Parents

- Label all clothing and have your son or daughter check the Lost and Found regularly.

Homework

- All assigned work that is to be graded is due on the date assigned by the teacher.
- Students must refer to their course outlines for specific policies regarding graded assignments. Policies may vary by course.
- At teacher discretion, a student with incomplete or outstanding assignments will be referred to the appropriate administrator.
- Students referred to administration will be dealt with on a case by case basis. Consequences may include, but are not limited to, completing all work with the administrator until the student is up to date in all courses.

St. Thomas More Collegiate students pursue excellence in all endeavors. This includes demonstrating academic accountability by completing all graded assignments to the best of their ability and by the given date.

Missed Tests

If a student misses a test due to sickness or a medical condition, they are expected to do the following:

- Contact the school no later than 9:00 a.m. on the day of the test and leave a message with the front office **and** with the voice mail of the subject teacher.
- Bring a note justifying their absence to their subject teacher(s) and to the front office immediately upon their return to school.

If the student complies with these tasks, they will be granted a re-write of the missed test at the time and on the day that is convenient for the subject teacher. If the student does not comply with the above mentioned tasks, they risk being granted a zero for that test.

If a student misses a testing situation because of an extra-curricular activity, it is the responsibility of the student to tell the teacher well in advance (not on the day of or the block before) of the test day so arrangements can be made. For example, the teacher may arrange to have the student write the test during lunch before they leave for their activity. Failure to notify the teacher leaves the student at risk of being granted a zero for that test.

In all cases of missed tests, the responsibility falls on the student to make contact with the teacher.

Cheating

Student Cheating on Exams and Assignments

Any form of dishonesty, academic or otherwise, is a clear violation of the Christian principles which students at STMC are expected to embrace. Dishonesty, in addition to harming a particular student's integrity, also harms the wider community. Therefore, any type of academic dishonesty is considered to be a serious offense and will result in serious consequences.

Every student must be aware that the following issues constitute examples of academic dishonesty and that there are penalties attached to each.

- (1) **Plagiarism** is using other people's words and/or ideas without clearly acknowledging the source of the information.
 - Copying word-for-word
 - Paraphrasing: taking ideas from a source and just re-writing them in your own words without giving credit to the original source
 - Copying and pasting text from any web-site or on-line media
 - Collusion: turning in another student's work and claiming it as your own

- (2) **Cheating**

Using or attempting to use unauthorized materials during any quiz, test, exam or other academic exercise constitutes cheating. Cheating also includes looking at another student's paper during a test or exam, obtaining or giving a copy of a test prior to the time of the test, and submitting homework copied from another student. The person who gives such answers or information to another student is equally guilty of cheating.

Consequences

- Any student found cheating on an exam or assignment will be granted a mark of zero.
- If a student demonstrates a consistent pattern of cheating, they will be expelled.

Exams

Mid-Term/Final Exam Policy

Mid Term Exams occur during the last two weeks of January. The start and end dates vary slightly each year so please consult your calendar before arranging any vacations. Final Exams occur during the 2nd to 3rd week of June (again consult your calendar for exact dates before arranging any vacation time). Mid Term and Final Exams are worth 20% at the grade 8 to 10 level and up to 40% at the grade 11 and 12 levels. All students are required to write all mid-term and final examinations during the exam period as specified, unless excused by the subject teacher, department head and the administration. **FAMILY VACATIONS ARE NOT A VALID REASON FOR MISSING ANY EXAM.** Exceptional circumstances will be dealt with on an individual basis. The parent or guardian must contact the subject teacher a minimum of one week before the exam date to seek approval for their child to reschedule their exam time. If the student is unable to write the exam on the day specified due to a medical condition, an "official" doctor's note will be required. This student must write the mid-term or final exam at a time decided by the subject teacher in consultation with the parent and administration. **Students who choose not to write a mid-term or final examination will receive a zero for their exam, will likely face failure for the course and may have their registration rejected for the next school year.**

The following exam policy is in effect:

- a) All students from grade 8-10 will write mid-term and final exams in the core subjects as defined by the Ministry of Education – those being Math, English, Science and Social Studies. There will be no mid-term or final examinations in French or Religion. Three of the four final exams in grade 10 are provincial exams worth 20% of a student's final mark (Science, Math and English).
- b) All grade 11 students will write mid-term and final examinations in Social Studies, Math, English, Biology, Chemistry and Physics. There is one final provincial exam worth 20% of a student's mark in Social Studies. Students will not write mid-terms or finals in Earth Science 11, French 11, Psychology 11 or Religion 11,
- c) Grade 12 students will write mid-terms and final examinations in Biology, Chemistry, Geography, History, and Math. All grade 12 students will complete the provincial exam in English 12 only. Grade 12 students will not write mid-term or final exams in Economics 12, French 12, Law 12, Religion 12, Civilization 12, AP Psychology 12 or AP Human Geography 12 (Unless they choose the optional AP exam in these two courses) .

Dress Code

The purpose of the Dress Code is to encourage students to appear neat and clean at all times, to foster in them the sense of belonging to a community, and to instill in them the concept that school is a place for work and study. The dress code discourages competition among students while maintaining a sense of pride in appearance. Both parents and student are responsible for following dress code regulations. All items of the Dress Code must be clean and in a respectable condition, and it is the prerogative of the school administration to determine whether any part of a student's appearance does not conform to the spirit of the Dress Code. The administration reserves the right to judge new styles of dress, hairstyles and all areas of dress code, as they emerge on the scene, to determine if they conform to the standards of STMC.

Consequences of Violation

- Students can be given morning, lunch-time or after school detentions which will last for 45 minutes.
- Students can be asked to go home and change
- Students can be placed on in-school suspension.
- Students who consistently violate the dress code will be placed on contract and if further violations occur will be asked to leave the school.

Jewelry and Accessories

Earrings are to be worn in the ears only; **no other visual piercings are allowed**. For safety reasons, students will be required to remove all earrings for PE or sports. Students are advised not to bring expensive jewelry to school. No bandannas, hats, caps, headbands or sweat bands are to be worn.

Hair Styles

Conform to standards of good grooming and neatness. No exaggerated spiked hair styles/ Mohawks or any other hair style meant to draw attention to the individual. Style and hair colour must be natural in appearance. Students may only dye their hair blonde, brown or black.

Winter Dress Code

Winter Dress Code is in effect from Thanksgiving until the first Monday in May and will consist of the following:

Tops To Be Worn

- A STMC golf or blouse (white, red, or black) sold through the Knight Club. These tops must be tucked in.
- A STMC V-neck sweater or STMC sweatshirt or STMC Cardigan sweater sold through the Knight Club may be worn over an STMC golf shirt or blouse.
- A STMC jacket sold through the Knight Club may be worn over a STMC golf shirt or blouse (STMC jackets from former eras are not to be worn).

- Only a black, red, or white t-shirt may be worn under a STMC golf shirt or blouse and it must be tucked in. The t-shirt must be one solid colour (cannot have any patterns).
- No hoodies, fleeces or sweatshirts of any form are to be worn underneath any other STMC top.

Pants, Kilts and Skirts / Socks and Leggings

- Black or beige Khaki, Docker or Cord pants-no jeans!
- Students are to wear pants at their waist level.
- Girls have the option of wearing a black skirt or kilt. The kilt can be purchased through the Knight Club. Kilts and Skirts are to be no more than three inches above the knee.
- No leggings are to be worn
- Plain black, skin-tone or white socks or stockings must be worn

Students are not to wear any type of pants

- that have a strap, pocket or metal chains on the side;
- that have a zipper at the back;
- that have no pockets

Footwear

- Dress shoes or running shoes. For safety reasons high heels or platforms are not permitted.
- Boots (of any type) may be worn to school in poor weather but once in the school the student must change into their shoes or runners.

Summer Dress Code

Summer Dress Code is in effect from the first Monday in May until Thanksgiving. For the summer Dress Code, the following substitutions may be made.

Pants, Kilts or Skirts

- Black or beige dress shorts may be worn.
- Dress shorts will have two regular pockets in the front, one or two regular pockets at the back, but no pockets or straps on the sides. To be dress shorts they must also have a zipper at the front and a hem or cuff.
- Shorts must be worn no more than three inches above the knee.

PE (All Year)

For PE, the following are required:

- STMC T-shirt;
- Black, red, or grey STMC shorts or sweatpants;
- Athletic socks and running shoes.

Red Days

The idea of Red Days is to show school spirit by wearing as much red as possible; these are not days when students are allowed to wear whatever they want.

- Shorts, sweat pants, T-shirts, etc. are to be worn only if they prominently **display red** or are STMC apparel.
- All STMC type clothing is acceptable.
- All clothing must reflect the values of STMC. Clothing with slogans and pictures that may reflect poor taste or may not reflect the values of STMC should be left at home.
- If students do not wish to wear red, they are expected to be in regular dress code.

Attendance

Students and parents must realize that regular attendance is a prerequisite to learning. Patterns of attendance and tardiness, which last a lifetime, are established in a person's younger years. It is the policy of STMC to teach a positive attitude in these areas. Frequent absence, or any pattern of tardiness, is not acceptable behavior. It will certainly not serve one well in achieving future positions of responsibility.

A student who is absent from school obviously misses whatever material is covered during the time of their absence. Attempts at "make-up" are always going to fall short of actually being in school at the time the class was held. Reasons for absence can be varied and numerous, but it is important for all to realize that, whatever the reason, absence hurts student academic development. With the above in mind, it is the policy of STMC to discourage absence, especially absences for vacations.

Faculty members are not required to provide make up opportunities for work or tests missed by students for reasons other than doctor- documented illnesses.

Attendance Procedures

- 1 Students should proceed to their first class immediately after the 8:20 am warning bell sounds. Class begins at 8:23 am.
- 2 The school begins the day as a community with Morning Prayer at the start of second period at 9:26 am. Anybody in the hallways during the reading must stop and listen.
- 3 A Prayer or reading will begin each class. The day will end with a community prayer.
- 4 All visitors must report to the main office.

Absence

- 1 If your child is absent from school for any reason, please phone the school as soon after 8 am as possible.
- 2 Students who have missed school must bring a note stating why they were absent, signed by their parent or guardian.
- 3 Students are expected to bring this note to the main office when they return to school.
- 4 Students are expected to report to the main office before they return to any classes after an absence.

Absence from School and Qualifying Days

In order to qualify for government funding, students must be in attendance for 135 days from September to 15th May. Absence due to illness is not deducted from the 135 days unless there is no note from the parents verifying the cause of the absence. The government auditor checks these notes while completing his attendance audit in June. A student, who, because of holidays or other reasons, is in attendance for less than 135 days, qualifies for partial funding only and the parent is responsible for any funding shortfall. We, therefore, ask parents, out of consideration for the school's financial situation, to be very careful about this matter.

Students Leaving Campus

- 1 Only students in grades 11-12 are allowed to leave the campus during school hours without permission.
- 2 Students who must leave the school or classes for any reason during the day must check out with the main office.
- 3 Students who have parental permission to leave early are still expected to obtain a dismissal slip from the main office.
- 4 No student may leave school without informing the main office.

Lateness

- 1 Students who are late do not report to the main office if they arrive before 8:30 am; they report to their first class.
- 2 Students with a first period class arriving at school after 8:30 am must report to the main office before going to class.
- 3 Parental notes justifying lateness will be accepted only if the lateness was due to a pre-arranged appointment (e.g. dentist or doctor) or an accident.
- 4 We do recognize that any one can be late due to external factors beyond their control. Detentions will be assigned for lateness. However, if a student shows a persistent pattern in coming in late, then that student will be placed on contract and further violations will lead to the student's expulsion.

Special Education Admissions Policy

St. Thomas More Collegiate is committed to the education of the whole child in the spiritual, emotional/social, intellectual, artistic/aesthetic and physical realms. It is, therefore, our long-term goal to implement a program and curriculum enabling it to accept and meet the needs of Catholic students from our feeder schools and feeder parishes. Consistent with this goal is an effort to make our facilities more accessible for students with special needs. However, we do have limited facilities and will accept special needs students as space, resources and program allow.

In our commitment to students of special needs we recall the words of Pope John Paul II at BC Place in 1984, “the value and dignity of the human person does not arise from the physical or mental qualities, from efficiency, productivity, or, speed in one’s actions. It comes rather from the fundamental fact that each individual is created by God and redeemed by the blood of his Son, Jesus Christ.”

Policy for Challenge and Equivalency Credits

- (1) The “challenge” process assesses student’s prior learning for the purpose of granting credit for a Grade 10, 11 or 12 course developed from provincial curriculum. The “equivalency” process is the process of assessing credentials from other jurisdictions outside the BC school system.
- (2) All credits gained through the PLAR process must represent the same standards as credits granted to students who have taken the course.
- (3) Assessment instruments for the challenge process may include formal tests (70% of final mark) and a variety of other assessment strategies appropriate to the particular course (30% of the final mark). Assessment strategies must be adapted for students with special needs.
- (4) Students must provide proof of competency to the administration in a subject before they are granted the opportunity to challenge a course. The challenge process is an evaluation process and may not be used as a way for students to improve a mark in a course for which they have already earned credit, or as a way to obtain credit for a course they have previously failed.
- (5) Students eligible for equivalency credits are those students who transfer to STMC from other schools outside BC. Equivalency credits are granted only by school administrators. The administration will determine the total credit equivalency of the student’s previous learning. Administrators will use the Handbook of Procedures Chapter 2 as a reference when determining equivalency along with documentation supplied by the student.

Field Trips

STMC Board recognizes that off-site experiences outside the school/parish community are effective learning experiences that enrich the spiritual, intellectual, social, emotional and physical development of students. All such experiences should be selected, planned, organized and conducted to enhance the spiritual, intellectual, social, emotional or physical development of students and to ensure the safety and security of all participants.

Trip Plan

Sufficient direction and guidance must be provided for all trips to ensure each trip is well planned with safety in mind. Teachers planning an off-site trip are required to provide parents/guardians sufficient information about the trip to make an informed decision about its appropriateness and safety for their child. This notice should clearly indicate the educational purpose of the trip, destination, cost, method of transportation, special clothing or equipment needed, the leaving and returning times, an itinerary of the activities and a statement regarding the inherent risks of the activity. Students and parents must complete the field trip permission form and return it to the Field Trip Lead Teacher or the front office as indicated on the form.

Supervision

Field trips should, whenever possible, have a minimum of one adult supervisor for each 15 students. An adult supervisor may be a teacher, parent, or responsible adult volunteer approved by the principal (or his/her designate) that is 19 years of age or older. A supervisor is subject to all policies, guidelines, and procedures of the Board of Directors and the school, and the statutes of B.C. and Canada during the time the supervisor is responsible for students. This includes the time from departure to return of extended field trips; A supervisor must act "in loco parentis" (in place of parent), making wise and judicious decisions that are in the best interest of the students.

School Closures

If school is cancelled due to bad weather or other emergencies, it will be announced by local radio and/or television news at the time of the closing. Please listen to CKNW 980AM and/or BCTV.

While the school may be closed for classes that day, it does not necessarily mean that all other activities are cancelled. You should check with your coach or moderator to see if that particular activity (e.g. tournament, music festival, league game, drama production etc) is cancelled or not.

Emergency Procedures

In Case of Fire or Fire Drill (During Class Time)

Each room has a sign that indicates the closest exit in case of fire. When the alarm rings, students should move quickly and quietly to the nearest exit. Go quickly out of the building and stand well way from the building. Remain there until given instructions. Any student who does not have a class at the time (study block) must report to the Admin team at the front of the school. All teachers of class groups are to send student attendance confirmation to the admin team at the front of the school.

In Case of Fire or Fire Drill (Outside of Class Time)

If the alarm sounds outside of class times everyone should move quickly and quietly out of the building and assemble on the field away from the building. Once on the field students and teachers are required to line up according to homeroom membership in ascending order, with Grade 8's assuming the easternmost location and Grade 12's the westernmost.

Threat to Personal Safety – Code Red Alert - Lockdown Procedures

The following is a brief summary of what students and staff will do should they hear over the PA system “Code Red Alert” followed by a specific location in the school.

- (1) Any student or staff member located in an open area like hallways should proceed to the nearest safe location (a classroom)
- (2) Students and staff already in a classroom should remain there and do the following:
 - Move to the safest area inside the classroom away from doors and windows.
 - Lock doors and cover windows on doors
 - Open perimeter blinds if the intruder is “in” the building so that police can monitor activity in the classrooms
 - Consider it a serious situation and remain quiet and out of sight
 - If the intruder is located outside the building, an announcement will be made to alert the staff to close blinds and turn off lights.
 - Turn cell phones to vibrate or off
 - Refuse access to the room during a lock down. Advise office if possible if a student is in the hallway.
- (3) Students and staff located in the gym should move to the change rooms. Students and staff in the cafeteria should move into the kitchen.
- (4) Any students or staff on the field area should move to OLM church
- (5) Staff that are not in charge of a group of students will meet at the front office to get further instructions.

Earthquake

- (1) **Stay Inside** – move away from windows, glass, shelves and objects that may fall.
- (2) **Duck and Cover** – take cover under or beside desks and tables, against interior walls or in doorways (but be aware of doors slamming shut)
- (3) **Crash Position** – get on knees, head down, with arms, a book, or jacket, covering neck and head. Count out loud 1-60; after 60 seconds, or after shaking has stopped, check for injuries or dangers such as broken glass before standing up and moving; make sure you have some shoes or some covering on your feet.
- (4) **Evacuate building** as per fire drill procedure

Prohibited Items

The following list is not exhaustive but these are the types of items not permitted on school property: firearms, knives of any kind, laser pointers, fire crackers, water guns of any kind, alcohol, prohibited substances, illegal drugs, and chewing tobacco. Skateboards must not be used on school property and must be kept in the student's locker. Cell phones, pagers and any other electronic devices should be kept out of sight in the classroom and must be turned off and not in any way disrupt the learning environment. MP3 players, I-Pods and other portable media players are not to be brought to the classroom and should be stored in student lockers. Video cell phones or watches are permitted in the building BUT THE VIDEO COMPONENT MAY NOT BE USED ON SCHOOL PROPERTY. All cell phones, pagers etc. are banned from any test-taking activity.

Illegal Drugs

Any student showing evidence of having consumed or in possession of illegal drugs at any time while under the authority of the school is subject to expulsion. Any student selling illegal drugs to other students will be expelled immediately and reported to the police. While “under school authority” means any time when a student is on the school campus for whatever reason or in its immediate vicinity and whenever he/she is attending, participating in, being transported to or from school-sponsored functions.

Smoking

- 1 In keeping with the policies of other public and educational institutes, smoking is not allowed in school, on school grounds or during any school activity.
- 2 Students are not to be seen smoking within sight of the school.
- 3 Students will be suspended and could be expelled if they are persistent violations.

Social Media/Electronic Communication and Personal Electronic Device Usage

STMC students are expected to communicate appropriately in all contexts, including on social media sites and via personal electronic devices. Students are encouraged to use electronic media and personal electronic devices in appropriate, educational ways.

Social Media/Electronic Communication Policy

- The school has an internet acceptable policy which students, as well as parents and guardians, must sign before students may access the internet at the school and/or utilizing school facilities, codes, or websites. It is the expectation of St. Thomas More, however, that online student behavior will be exemplary both on and off school grounds. STMC students always represent the school community.
- Accordingly, students will be subject to disciplinary action by the school for acts such as, but not limited to, harassment or any other type of threatening, sexual or otherwise inappropriate or oppressive communication that is conveyed via the internet (or other technological contexts or devices) regardless of the time of day or students' locations. Such misconduct could result in any number of consequences, including probations, suspensions or expulsions.

Personal Electronic Device Policy

- Personal Electronic Devices should remain out of sight and off unless use is specifically authorized by the teacher in charge. At teachers' discretion, PEDs may be used in ways that are educationally sound and as learning and organization tools. Unauthorized uses of PEDs during instructional time and school events (masses, pep rallies, assemblies, etc.) will result in loss of the privilege to use PEDs ;when teachers' authorize the rest of the class to do so. Continued disregard for appropriate PED use will be subject to disciplinary action.
- Parents and guardians are asked to support STMC's PED policy by refraining from sending time sensitive messages to students' personal electronic devices during the school day. Messages that are essential for students to receive prior to the end of the school day should be communicated to the front office.

Suspension and Expulsion

There will be no tolerance for serious infractions of school policy. Any misconduct deemed serious will always result in disciplinary action and may result in suspension or expulsion from the school. The Principal has the authority to suspend or expel students. This policy has been formulated in consultation with the principals of the other Catholic Secondary Schools in the Archdiocese of Vancouver.

Suspension

Student may be suspended if

- their misconduct is serious, in and of itself *and/or*
- the accumulation of minor misconducts warrants further disciplinary action.

For students to be reinstated following a suspension

- they must accept responsibility for their misconduct;
- they must accept, and follow through with, consequences established by the school;
- they must demonstrate firm purpose of amendment;
- parents of the students must accept and support the school's disciplinary decisions.

Expulsion

Student may be expelled if

- the misconduct is deemed serious enough, in and of itself, to warrant direct expulsion *and/or*
- previous serious misconduct(s) warrant further disciplinary action *and/or*
- they do not accept responsibility for their misconduct *and/or*
- their parents do not accept and support the school's disciplinary decisions.

Students will always be expelled if

- they do not accept, and follow through with, consequences established by the school *and/or*
- their actions place others in moral or physical danger.

Appeals Policy

At St. Thomas More Collegiate, parents, students, teachers and support staff form an integral part of the Christian school community. The administration, teachers and parents must work closely together in the formation of their children according to the Gospel. To this end, parents are expected to be familiar with, accept and support the philosophy and policies of the School.

From time to time, issues may arise where the concerned parties differ in their perspectives. In these cases both concerned parties are expected to work toward a resolution of the issue in a Christian manner, respecting each others' point of view. All parties involved must maintain confidentiality with respect to all information surrounding the particular issue.

Where differences of opinion and conflict continue to exist surrounding certain decisions made by administration or staff with respect to students, the following procedure will be followed:

Appeals Committee

The Board of Directors of St. Thomas More Collegiate will appoint a three-person Appeals Committee. The Committee is appointed for a one-year period commencing on September 01 and ending on August 31. Members of the Committee may be re-appointed by the Board. No member of the Board of Directors may serve as a member of the Appeals Committee.

Basis for Appeal

A basis for application to appeal exists when a decision adversely impacts the education, health or safety of the student. If a student initiates the appeal, a copy of the appeal will be sent to the student's parent/guardian.

The following decisions shall be deemed to adversely impact the education, health or safety of a student:

- a) grade promotion and graduation
- b) expulsion

Procedure

Initial Steps

An appeal to the Appeals Committee must be initiated within fourteen (14) days of the decision which is alleged to have impacted negatively on the education, health or safety of the student. This is done only after all administrative procedures to resolve the issue with the person(s) directly involved have failed, including both of the following:

- a) First, meeting(s) to solve the problem with the complainants(s) and the employee(s) who made the decision in question
- b) Second, if the matter is not resolved, meetings(s) with the person directly involved and the principal
- c) The complainant will need to send a copy of the Notice of Appeal to the Principal.

Appeals Procedure

Every appeal must be initiated by a written Notice of Appeal directed to the Chair of the Appeals Committee. Copies of the appeal must be sent to the individuals whose decision is the subject of the appeal. The Notice of Appeal shall state:

- d) the name, address, grade and homeroom placement of the student;
- e) the name, address of the person(s) making the appeal;
- f) the decision that is being appealed;
- g) the date on which the student and/or parents/guardian bringing the appeal were informed of the decision;
- h) the name(s) of the persons who made the decision that is being appealed;
- i) the grounds for the appeal and the relief that is being sought;

- j) a summary of the steps taken by the student and/or parent/guardian to resolve the matter.

Appeals Committee Selection

- 1 Within seven (7) days of the receipt of the Notice of Appeal, the Chair of the Appeals Committee will invite a written response from the employee whose decision is the subject of the appeal or take any steps deemed desirable or necessary to get a full understanding of the issue. A further seven (7) days shall be allocated to this process of gathering responses or additional information. The Chair of the Appeals Committee will prepare a report for the entire Committee concerning the matter and will provide a copy of this report to all persons involved in the appeal. The Appeals Committee will consider an appeal after it has determined that *bona fide* efforts have been made to resolve the matter in question through the consultation process outlined in Section A.
- 2 Where the Appeals Committee considers it desirable to receive oral submissions, it shall set a time, date and place for this purpose and shall notify all of the persons concerned. At any time during the appeal process, the appellant is entitled to be accompanied by a parent/guardian, or interpreter/translator.
- 3 The Appeals Committee may make any interim decision it considers necessary pending the disposition of the appeal.
- 4 The Appeals Committee shall make a decision as soon as possible but not later than fifteen (15) days of all necessary information being gathered and shall promptly notify, in writing, the appellant, the person involved and the Principal of its decision.
- 5 In making its decision, the Appeals Committee may give primary consideration to the education, health, or safety of the collective student body.
- 6 The decision of the Appeals Committee shall be final and binding.
- 7 The Appeals Committee may refuse to hear an appeal where:
 - k) the appeal has not been initiated within 14 days of the date of the decision which has impacted negatively on the education, health or safety of the student;
 - l) the appellant has refused or neglected to discuss the decision under appeal with person(s) directed by the Chair of the Appeals Committee;
 - m) the Appeals Committee determines that the decision does not impact negatively on the student's education, health or safety.
- 8 The Appeals Committee may consider an appeal notwithstanding any defect in form or other technical irregularity.

Using Transit

Some Helpful Suggestions

A large number of our students use the transit system to travel to and from school. BC Transit Security made the following suggestions to assist students in preventing and/or handling difficult situations when riding public transit.

- Don't set yourself up to be a victim—know your surroundings.
- Inform the bus driver, transit security, or a responsible adult about what is happening.
- Sit up near the front of the bus or near the Skytrain doors.
- At the Skytrain station, stand near an emergency phone, and use it if you feel threatened. Attendants will contact the RCMP. All platforms have video-cameras—incidents need to be reported immediately in order to be effective.
- Travel in small groups. Familiarize yourself with the area you are frequenting.
- On the Skytrain, push the yellow strip above the window in case of an emergency.

Please go over these suggestions, as well as others, that will ensure your children enjoy a safe journey.

Athletics and Extra-Curricular Activities

Students who participate in school activities or athletics are, in a special way, ambassadors of the school. It is expected that they portray at all times a behavior rooted in Christian principles and that they exhibit the vision, mission and values of STMC.

The administration reserves the right to deny students participation in extra-curricular activities or athletics if their behavior is contrary to the rules and expectations of the school.

For more information see: Athletic Policy

Sports

Boys' Basketball

Tryouts begin at the discretion of coaches for all players not in football or cross country. These other players are given a chance to try out for the team once their other season is finished. The Grade 8, 9 and JV teams compete in the independent league against Vancouver College, St. Georges, St. Pats and Notre Dame. Varsity boys are now competing in the AAA league and have a strictly exhibition schedule. The season runs from November to March, with Provincial Championships in late February or early March. Games and practices occurring anytime from 7:00am-9:00pm.

Girls' Basketball

The Girls basketball program has developed into one of the best in the province. The girls are dedicated and strive for excellence. We have an excellent coaching staff and have three teams; bantam, junior and senior.

The girls' skills are developed at the Bantam level and are honed and sculpted at the junior and senior levels. Each team practices three to four times a week and competes in numerous tournaments throughout the season. We participate in the Independent League which is our avenue to qualify for the Provincial Tournaments. The Bantam team won the 2012 Provincial tournament and compete each year for a berth into the Provincial Tournament. The Independent league is one of the strongest leagues in the province. We have won the league for the past three years at the senior and junior levels. The senior team has placed 11th, 3rd and 3rd n Province the past three seasons.

The girls at the Bantam level receive equal playing time in games throughout the season. The playing time for juniors and seniors is dependent upon attitude, hard work and skill level. We strive for excellence and the players challenge each other for playing time. We host three Chancellor Basketball Tournaments each year where we attract very competitive teams from all over the province.

Winners from the independent participate in the Lower Mainland tournaments. The top four teams from this tournament usually qualify for Provincials.

Cross Country

The Cross Country program encourages athletes from all ages to participate in a lifelong activity. The team begins in early September but all athletes are encouraged to start training on their own in August. Beginners are accepted as well as seasoned runners with a good mix of boys and girls participating from grades 8 to 12. The team trains from four to 5 times a week and there is one league competition a week. The team competes in the Independent League. The top 15 boys and girls runners in the final zone meet advance to the Provincials. The top two teams (top 5 runners) also advanced to the Provincial for the team competition. The Provincial meet is usually the first or second week of November.

Football

All football teams begin preseason practice 1 to 2 weeks before the school year begins. Once the school year begins, all teams will practice every day after school. Practice for all teams beings at 3:00pm and generally lasts until around 5:00pm. Practices are generally held at Power Memorial Field (STM) every day. There are occasions where practice is held off school grounds. It is expected that all who are involved in the football program will attend practice every day. Game day for the grade 8 team is Monday or Tuesday; for the Junior Varsity it is Thursday, and for the Varsity it is Friday or Saturday. The grade 8 and junior teams do not play or practice on weekends, whereas the Varsity team plays on some Saturdays but does not practice on weekends. The grade 8 team plays in the Tier 1 level, whereas the Junior Varsity and Varsity team plays in the AAA Eastern Conference. All teams are eligible for the Subway Bowl Provincial Championships which usually occurs on the first Saturday in December.

Golf

The Golf Program at St. Thomas More Collegiate is one of the most successful sports offered by the school. The sport is open to all students in every grade level. There are three tiers to the sport: A, AA, AAA. The knights participate in the AA tier. Starting in 2008 the Knights won five consecutive Provincial Championships. In 2013 we placed third and in 2014 we placed second. The team is selected in March and continues until the Provincial Championship the first week of June. The team competes against independent and public schools and participates in the Lower Mainland Championships in the middle of May. The top two or three teams from this tournament qualify for the Provincial Tournament

Lacrosse

Boys' Lacrosse begins the last week of November and runs through March. The BC's are held during the first week of March. The team competes against schools from all over the Lower Mainland. All home games are played at Burnaby Lake field on Wednesdays at 3:30pm and practices are Mondays and Tuesdays at Byrne Creek Secondary from 3:00pm to 5:00pm. The team does have practices over Christmas break and all players are expected to be there. Dependent upon securing either a teacher moderator or teacher coach in order to be offered.

Girls' Soccer

The Junior and Senior girls compete against other independent schools and Burnaby/ New Westminster schools. The season runs from March to the beginning of May.

Swimming

The swim club is open to both girls and boys with or without previous competitive swimming experience. STMC competes in the Burnaby/New Westminster/North Shore League. Practices are on Monday night at SFU and Thursday mornings from 7:00am to 8:00am at Canada Games Pool in New Westminster. Students must arrange their own transportation to and from practice. The season begins in mid September and runs through November. There are three exhibition swim meets at Harry Jerome Pool in North Vancouver. These occur on Sunday evenings. Additionally, students have the opportunity to swim at an independent school meet at UBC Aquatic Centre and our zone meet in November for those who qualify. The provincials are held in the last two weeks of November.

Tennis

This sport is open to both boys and girls at all levels. Tryouts begin in March followed by league matches. The season usually finishes towards the end of May. Practices are generally twice a week and begin after school.

Track and Field

Begins in March and finishes with the Provincial Championships at the beginning of June. Open to both girls and boys from grades 8 to 12. Practices are from 3:00pm to 4:30pm Mondays to Thursdays and on some Fridays. League meets are Wednesdays at Swangard Stadium beginning at 1:15pm. Special meets are the Gran Forza Indoor Invitational at the Richmond Oval, University of Washington Indoor Meet and the Oregon Relays at Eugene in April. All running, throwing and jumping events are taught.

Ultimate

Ultimate is a fast paced co-ed sport. Boys and girls of all grades are welcome to try out for the junior and senior Ultimate teams. The season runs from the end of March to the end of May. Training and tryouts usually begin in mid-

February, with winter sports athletes having the opportunity to try out upon the completion of that season. Both teams practice twice each week with games on Fridays in Burnaby, Coquitlam and Surrey. The teams compete in several weekend tournaments, including Spring Reign in Burlington, Washington. Students interested in playing should focus on the core skills involved in Ultimate – throwing, catching, running and field sense.

Volleyball

Begins the week before school starts with a 4-day training camp for Jr. & Sr. levels. During the season, the **Grade 8** team practices every day from 3:00pm to 4:45pm. The **Junior** and **Senior** teams also practice every day, alternating between 3:00pm to 4:45pm and 4:45pm to 6:30pm time slots. Our teams play in the Independent League against Notre Dame, St. Patrick's, Little Flower Academy, York House, Crofton House, West Point Grey Academy and Carver Christian. The Grade 8 and Junior teams play their matches (2) on Thursdays and the Senior team plays their matches on Mondays and Wednesdays. Each team also plays 3 to 4 tournaments per season. League Playoffs begin the first week of November with Provincials occurring the last weekend of November for Juniors and the first weekend of December for Seniors.

Wrestling

Open to all, both girls and boys, from grades 8 through 12, wrestling begins in late November or early December, and finishes with the Provincial Championships in February. Wrestlers from grade 9-12 practice Monday through Thursday from 3:15 to 5:00, while grade 8 wrestlers practice at these times on Tuesday and Thursday. Wrestling is a competitive sport that requires athletes to give total commitment, both physical and mental. Because wrestlers must be extremely fit, conditioning plays a major role in all practices; because wrestling is a very technical sport, attendance at practices is a must. A wrestler may be cut from the team for having the wrong attitude, but not for lack of ability.

Curling

Boys and girls of all grades are welcome to try out for the Curling program. The season runs from the end of September to the end of February or early March. Typically we do not make cuts as this is largely a club team featuring mostly in school competition with limited competition with other schools. Some years we do have to place a limit on numbers due to a lack of access to ice and limited coaches. Practices are Mondays after school at the Royal City Curling Club. There is an opportunity to have one male and one female team progress to the Lower Mainland zones and qualify for the Provincials. Once the fees are paid all curlers become junior members of the Royal City Curling Club where they can, on their own time, have greater access to the ice and to coaching provided by the club. Curling is a life-long sport and many alumni Knights return to the program each year to coach.

Clubs

Blessed Edmund Rice Team (B.E.R.T.)

Edmund Rice, the founder of the Christian Brothers, was a highly successful businessman who used his fortune to help educate needy young people and improve the lot of many of the disadvantaged people of his time. BERT strives to follow its ideals through prayer and action, raising money for mission efforts at home and in the Third World and taking part in local programs, including 24 hour famines to raise money, collecting candy for Agape Street Ministry, running food drives, planning and setting up liturgies and leading the school in daily prayer.

Dance Committee

An annual school club composed of all grade levels and ran by student council. Dance committee is in charge of creating decorations, set up, and clean up of all school dances. Student council is in charge of selling tickets.

Teacher Moderator:

Debate Team

The Debate Team holds weekly meetings in which students are given new topics to discuss and debate. Working either in small groups or amongst their friends or larger groups involving all peers, members of the debate team get to interact with all team members. The STMC Debate Team welcomes students who are enthusiastic about the prestigious learning environment and having their voices heard, and strives to provide all members with a sense of belonging, community involvement, and pride in representing our school.

Teacher Moderator: Mr. Zavarise

Dinner Club

The Dinner Club is a club initiated by Mrs. Cirillo who has a passion for cooking and loves to share it with others.

The club is open to any students grade 10-12. It is about a group of enthusiastic students who get together to learn some basic cooking techniques. It gives the students the opportunity to share their passion and is just the right incentive to get them motivated to make healthy meals from scratch.

The Dinner Club meets once a week. The students are given a demonstration by Mrs. Cirillo of the recipe they're making and finally enjoy the meal together. They are given a recipe and are encouraged to try and make it at home for their family. We also do fundraising which we contribute to different organizations around the school.

The motivation behind the club is to get give the students an introduction to the different cultures of food and learn some basic cooking techniques. If you love food and love to have fun join the Dinner Club.

Green Team

An annual club open to students of all grade levels. The team is responsible for participating in activities such as an all around school clean up, bottle drives, green days to raise money, and other community events that help support environmental sustainability.

Teacher Moderator: Ms. Konrad.

Improv Club

The Improv Club meets Wednesdays at lunch from January through May. Students develop improvisational acting skills through warm up activities, theatre sports and scenes. The club is open to students in grades 8-12.

Mainstage Production

STMC puts on one mainstage production during each school year. Auditions for the play or musical occur in the fall. There are many opportunities for interested students to get involved as actors, backstage crew members, makeup artists, hair stylists, stage managers, set builders or ushers. Rehearsals occur after school for approximately 6 hours per week and on a number of Saturdays. The production occurs in the spring.

Peer Tutoring

Peer Tutoring begins in mid-October, with volunteer tutors who obtain a high mark in the subject area tutoring their peers who need extra help. The tutor receives basic training and support from the teacher and then matched up with a student requesting assistance. Students meet in the library/subject classroom according to a schedule that works for both participants.

Tutors will receive credit towards service hours. Peer tutoring is a valuable and rewarding club at STMC helping with the academic success of our students.

Moderator: Mrs. Spagnuolo

Pep Club

The Pep Club is committed to promoting a wide variety of events in the school. Through planning pep rallies, attending games, supporting other events, and maintaining an overall positive attitude, the Pep Club's mandate is to promote school spirit. Students are expected to put in a minimum of thirty hours of after school work. These hours can occur sporadically throughout the year. Members are also expected to attend a number of games throughout the year.

Moderator: Ms. Alice Roder

Poster Club

An annual club composed of students of all grade levels. The poster club is in charge of making posters for school events, such as big football games, special sales, and special week events like the Chancellor Basketball Tournament. The team is also responsible for posting the posters around the school.

Teacher Moderator: Mr. Adams

Pro-Life Club

Pro-Life club is open to students of all grades, but requires an application for membership. This club is intended for people who have a passion for life and support moral life decisions. Pro-Life members are involved in a range of events such as March for Life, Pro-Life conferences and Pro-Life Vigils.

Teacher Moderator: Mr. Richard Coulombe

Astronomy Club

The Astronomy Club is an opportunity for students of all grades to learn more about the night sky – the moon, planets, galaxies and more. The club meets once or twice per month, usually on the school field. The time and date of meetings depends on sky-conditions, the time the sun sets and what astronomical objects are visible. No experience is required – just an interest in space!

Teacher Moderator: Mr. Joe Muise

Outdoor Club

The Outdoor club will be headed up this year by Mr. Andy Barron and Mr. Zoli Szlivka, who both have considerable experience leading outdoor activities. Activities will occur every 3-4 weeks, usually on a Saturday. Outings could include but are not restricted to hiking, cycling, camping, snowshoeing, igloo building, etc. Every attempt will be made to find outings in the Vancouver area that are transit friendly. Cost to join is \$15 per student. It is hoped that the students will develop a range of skills in outdoor activities, demonstrate a degree of self-reliance and a respect for the environment.

Teacher Moderators: Mr. Andy Barron & Mr. Zoli Szlivka

Student Council

The Student Council at STMC plays an important role in the activities of the school. After being elected by the student body, the council becomes responsible for a variety of tasks that require numerous hours outside of school time. Some examples of their responsibilities are dances, pep rallies, spirit week (With Greek Olympics), red days and Christmas spirit week. The council is consisted of 10 members with each grade having a representative. Student Council is a highly important position for the student body and school.

Book Club

The STMC Book Club meets twice a month to discuss various book topics. There are a variety of different activities with no two meetings being quite the same. During the meetings, members discuss favourite reads and recommend books to their peers, as well as play games and organize events. It is student lead so the success of the club relies on the participation of its members. The STMC Book Club starts in October and ends in June. Everyone is welcome!

Moderator: Mrs. Dina Spagnuolo

Dragon Boating Club

Open to boys and girls from grades 8 through 12. Priority will be given to senior students as there are a limited number of seats on each boat. Practices and competitions are held at False Creek in Vancouver. Students will compete in one or more regattas in the spring.

Teacher Moderator: Mrs. Loretta Bilawey

The Night of Knights

The purpose of our annual awards banquet is to recognize all students who have added to the community of St. Thomas More Collegiate through either participation in our athletics program or have volunteered their time in one of our many clubs. Students who either participate in three school activities or participate in 2 school activities and have achieved an honor roll standing in their academics are invited to this night.

In order for a student's participation in a club to count towards the evening the following criteria must be met:

- Recognized and approved by school administration
- Minimum 25 hours of participation
- Teacher sponsor/moderator mandatory

The major focus of this night however is the presentations of our major awards.

Knight of the Year

(The Brother Pike Trophy – Grade 8, The Kay Kull Award – Grade 9, Junior Knight of the Year, the Ivan Fulkerson Award – Grade 11, and the James Wade Bourget Memorial Trophy – Grade 12)

Purpose

To honor one student from each grade level who is heavily involved in multiple aspects of school life and who exemplifies all areas of the Knight's compass.

- ✓ High Academic Standing
- ✓ High Level of School Involvement (3 or more activities)
- ✓ High Work Ethic
- ✓ Leader and Positive Example in the School

The Larry Johnston Memorial Award (Outstanding Citizenship – Grade 12 Only)

- ✓ Exceptional School Involvement
- ✓ Organizes / Assists in Many School Functions
- ✓ Well Respected by Peers and Staff

Spirit Award

In memory of Mr. John Kozak

Purpose

To honor one student from each grade who shows the best school spirit. STM is known for its school spirit and we want to acknowledge students who show their spirit. The Spirit Award was proposed to honor the memory of the man with the most school spirit in STM's history – Mr. John Kozak.

Criteria

- ✓ The Student who shows the most school spirit
 - Dressing up for red day, and other special days
 - Attending school events, dances, sports events (both boys and girls), cheering
 - Being involved in many different kinds of school activities e.g. preparing food, contests, volunteering at social events, set up and clean up, organizing
 - Participation in sports, clubs, activities or supporting school activities
- ✓ Having a sense of fun, positive outlook, enthusiasm, inspires others to participate
- ✓ Trying their best
- ✓ Grades and Popularity are not relevant!

Grade 8 Athlete of the Year

Criteria

- ✓ There will be one male and one female winner
- ✓ Must have demonstrated excellence in two or more school sports
- ✓ Outside sports may be important, but are not the determining factor
- ✓ Demonstrates positive attitude and commitment
- ✓ Maintain a minimum C+ average

Junior Athlete of the Year

Criteria

- ✓ There will be one male and one female winner
- ✓ The athlete can be in grade 9 or 10 with preference given to more SR athlete
- ✓ Must have demonstrated excellence in two or more school sports
- ✓ Outside sports may be important, but are not the determining factor
- ✓ Maintain a minimum C+ average

Senior Athlete of the Year

Criteria

- ✓ There will be one winner
- ✓ The athlete can be grade 11 or 12 with preference given to more SR athlete
- ✓ Must have demonstrated excellence in two or more school sports
- ✓ Outside sports may be important, but are not the determining factor
- ✓ Demonstrates positive attitude and commitment
- ✓ Maintains a minimum C+ average.

St. Thomas More Collegiate Athletic Policy

Mission Statement

Preamble

Saint Thomas More Collegiate welcomed its first student Knights in September 1960. Opening day brought together three Christian Brothers and 110 Knights enrolled in grades 7, 8 and 9. Over the years enrolment and staff grew as did the facilities.

Today Saint Thomas More Collegiate is a prominent member of the Catholic and civic educational communities in the Lower Mainland. This is due not only to STMC's development of facilities and growth in students and staff but more so because there has also been a corresponding growth in appreciation of the Catholic educational philosophy which enlightens and sustains the spiritual, intellectual, social and athletic facets of a Knight's education.

Since its founding, Saint Thomas More collegiate has constantly sought to create the type of Catholic School Community in which students are challenged to develop their total personhood: intellectual, physical, social and spiritual. It is a credit of past and present faculties that notable success has been achieved in the area. This success, however, is also due to the cooperative relationship which exists between faculty and parents, and its resulting support and encouragement of the student.

Athletic Policy Objective

The purpose of this policy is to guide staff, students and parents in their participation in the St. Thomas More Collegiate Athletic program and to assist in the development and well being of all participants. This policy cannot cover all the circumstances that may arise in the operation of an Athletic program and is not intended to be a substitute for the application of Christian principles and common sense in the operation of the program.

Participation in the STMC Athletic program is a privilege for students, parents, and coaches and not a right. Thus along with that privilege, all participants – students, coaches, and parents – must accept the responsibilities that are articulated in this policy.

All expectations outlined in this policy are intended to provide an environment where participants feel that they are safe and that they belong to a “welcoming Catholic community”.

The Mission statement of the Athletic Policy at St. Thomas More Collegiate is rooted in two of the Essential Elements of an Edmund Rice Christian Brothers Education at St. Thomas More Collegiate.

➤ Celebrate the value and dignity of each person and nurture the development of the whole person.

A Christian Brothers education values co-curricular activities, special events, and other programs that are important to a student's complete education.

➤ Pursues excellence in all endeavors

A Christian Brother education develops a curriculum that promotes the harmonious growth of the whole person, fosters the development of higher order thinking, and prepares its students for life-long learning.

The Athletic Program at St. Thomas More Collegiate seeks to provide a wide range of athletic activities for boys and girls between Grade 8 and 12 so that students will have an opportunity to compete and experience a quality athletic experience.

St. Thomas More Collegiate strives for excellence in its Athletic programs, providing opportunities for individuals and for teams to achieve at a level of their God given talents and gifts.

Moreover, it is our desire that our athletic programs be developed and maintained in order to provide opportunities for all participants to develop ideals of sportsmanship, ethical conduct and fair play. To achieve this goal, it is the expectation that these values be modeled by coaches and parents.

The objectives of the Athletic Program at St. Thomas More Collegiate are:

- To develop the character of the athlete by teaching sportsmanship, cooperation, responsibility and respect for authority.
- To encourage and promote skill development, fitness, wellness and healthy lifestyles.
- To help students develop life skills such as commitment, honesty, humility, discipline, teamwork and fair play.
- To help students develop a strong work ethic and sense of commitment.
- To help students experience the sense of fulfillment that goes along with preparation and participation in athletic competition.
- To assist students who are in pursuit of post-secondary athletic opportunities.
- To develop and enhance the sense of community and kinship at St. Thomas More Collegiate.

Policies and Procedures

Program Offerings

Prior to the commencement of each school year, the Principal in consultation with the Athletic Director, staff and community will determine which sports will be offered at the school.

Currently the following athletic opportunities are available at St. Thomas More Collegiate.

Fall

- Cross Country – Grades 8-12
- Football – Grades 8, Junior Varsity and Senior
- Swimming – Grades 8-12
- Girls' Volleyball – Grades 8, Junior Varsity, Senior

Winter

- Boys/Girls Basketball – Grades 8, Junior Varsity, Senior
- Boys Field Lacrosse – Grades 8-12
- Wrestling – Grades 8-12
- Curling – Grades 8-12

Spring

- Golf-Grades 8-12
- Tennis-Grades 8-12
- Track and Field-Grades 8-12
- Ultimate Frisbee – Junior Varsity and Senior
- Girls Soccer – Junior Varsity and Senior

Team Selection

1. All students participating in the program must adhere to the eligibility requirements as outlined by BC High School Sports.
2. A team will be selected through a fair and impartial evaluation conducted by the coaching staff. Tryout times and team selection criteria will be clearly stated and announced. In most instances, final selections for a team are not to be made before the **third** practice at all levels of play. At the coaches discretion there may however be an extra tryout for invited student athletes only. Students who feel they have not been given a reasonable opportunity to make the team are to approach the Head Coach to request additional opportunity to demonstrate their abilities.
3. The number of students selected to any one team is dependent upon the availability of resources and the number of team members needed as determined by the Head Coach and the Athletic Director.
4. Students are encouraged to play at the appropriate Grade Level teams where they exist. Decisions regarding students playing above Grade Level should

be made by the Head Coach of the sport after consultation with the coaching staff of the sport involved, the athlete, his parents and the Athletic Director.

5. Prior membership on a team or participation in any other facet of the school program may have no bearing on the final selection process.

Participation

1. Students must be considered to be “in good standing” with respect to his or her performance in school to earn the right to participate on a school team. Being in “good standing” means giving one’s best effort in all aspects of school life. The Administration, in consultation with staff and coaches, shall determine whether a student is “in good standing”. With respect to his or her performance as a member of a team, the Head Coach shall determine whether the student is “in good standing and has earned a right to represent the school.
2. Students who are suspended from school are not permitted to participate in any school related activity for the duration of the suspension.
3. Students absent from school are not permitted to participate in any activity, practice session, or competition on that day, If there are special circumstances surrounding the absence(s), a request to participate may be made to the Administration.
4. Students are expected to attend all practice sessions unless absent due to illness or other reasons excused by the Coach. If a student will be absent from a practice prior notification from a parent/or the athlete is required. Practices are essential for proper conditioning, improvement of technique and development of the whole team.
5. Students, (unless for unexpected circumstances), are expected to finish with the team they started the season with.

Playing Time

1. At all levels it is the coach’s responsibility to determine who will play and how much they will play in game competition. Students and parents should fully understand that by joining a team, they are accepting the pleasures and benefits of participating as well as the responsibility and commitment to fill a meaningful role on the team.
2. Grade 8, Grade 9 and Junior Varsity are more developmental in nature. An athlete, who attends practice regularly, works consistently and displays a positive attitude, can expect to play an appropriate amount of time over the course of the season, dependent upon a variety of circumstances including, but not limited to: skill level, commitment, attitude and best interest of the team. The amount of playing time is to be determined by the coach as the season progresses and it would be expected that in the year

end tournaments or championship games, coaches may choose to substitute more sparingly.

Coaches of team sports will communicate with parents to discuss their practices regarding playing time. It is expected that each coach would develop a meaningful role for each team member that provides opportunity for each student athlete to learn and grow.

- Varsity athletic activities have a higher focus on competition. It is expected that each student athlete will play in game situations as much as is practical depending upon ability, game situation, relative importance of the competition, grade level, and other factors determined by the coaches. It is expected that each coach would develop a meaningful role for each team member that provides an opportunity of each student athlete to learn and grow.

Multi-Sport Athlete/Out Of Season Training

Consistent with the Essential Elements and “the development of the whole person”, student athletes should be encouraged to participate in a variety of school athletic activities wherever possible. Normally it is not possible to participate in more than one activity in each sport season (ie Fall, Winter, Spring).

- It is understood that under certain circumstances there may be opportunity to participate in 2 different sports in one season (e.g. swimming/football).

To ensure excellence, some sports, particularly at the school Varsity level, have vigorous out of season training schedules. In the case of multi-sport athletes, in season sports have priority over athletes who are also involved in out of season training in another sport. Coaches should communicate with each other and with parents and athletes to ensure conflicts are kept to a minimum. In season coaches shall receive priority consideration for utilization of facilities.

Out of season coaches need to be mindful of balance (God, family and academics) for student athletes as well as their full commitment to in season sports while scheduling out of season training.

Program Appraisal

All Athletic programs will be appraised regularly by the Administration and the Athletic Director to provide direct, systematic feedback to coaches, affirming the good work and providing opportunities to improve programs.

Recruiting

BC High School sports has some very strict guidelines when it comes to recruiting. Any coach or representative as defined by BC High School Sports should not approach any parent or student regarding athletic opportunities at St. Thomas More Collegiate except if the student is currently in Grade 7 at a

feeder Catholic Elementary school. If a parent or athlete approaches a coach regarding athletic opportunities at St. Thomas More Collegiate, the parent or athlete should be directed immediately to an Administrator or registrar regarding application or admissions procedures.

Code of Conduct

Athletes

- To conduct themselves within Catholic Christian values.
- To be punctual and prepared for all practices and games.
- To continue to work toward their academic potential and to be responsible for class work missed for game or tournament participation.
- To represent St. Thomas More Collegiate at all times in a dignified and positive fashion.
- To be dedicated to their team and teammates. Athletes choosing to play an additional sport outside of school during the same season are expected to honour the school’s practice and game schedule. Students who are not able to make a solid commitment to attend school practices and games regularly need to communicate particular situations to the coach as the situations arise prior to the selection of the team.
- To initiate dialogue with the coach if concerns regarding one’s role on the team arise.
- To place primary commitments to God, family and academics.
- To treat officials and opponents with honour and respect.
- To take pride in striving to improve skills and knowledge every day.
- Although membership on a team is voluntary, the athlete should make every effort to fulfill his or her commitment to the team and finish the season.

Coaches

- To model Christ-like leadership.
- To convey personal expectations, within the scope of this policy, to parents and student athletes regarding schedule of practices, tryouts and playing time.
- To establish effective communication between coaches and parents.
- To take appropriate action on concerns brought forth by student athletes or parents by reporting to the Athletic Director and the Principal if the need arises.
- To ensure all student athletes are nurtured into a role where they have the opportunity to learn and grow. It is understood that coaches will work toward

- certification and continued professional development in their particular sport.
6. To understand and to effectively teach the fundamental skills and fitness requirements of the sport.
 7. To use positive coaching techniques and respectful language when giving feedback to an athlete.
 8. To display confidence in the honesty and integrity of opponents and officials.
 9. To instill a desire in all student athletes to compete honestly and exercise fair play.
 10. Respect and encourage an athlete's commitment to God, family and academics.
- If still unresolved, the issue should be referred to the Athletic Director.
 - If still unresolved, the issue should be referred to the principal, who will make the final decision on any parental concern.
5. To assist students in achieving and maintaining a healthy lifestyle by promoting a balance among spiritual, academic, athletic and personal goals.

Parents

1. To exhibit positive Christ-like behavior by positively supporting and encouraging teams.
2. To respect decisions made by officials and coaches.
3. To refrain from attempting to coach student athletes from the stands as to not undermine the coaches position of authority.
4. To utilize the following protocol to address concerns or issues with a coach:
 - Encourage your son or daughter to approach the coach.
 - If the issue remains unresolved approach the coach yourself during the school day, away from the practice or game sites.

Bell Schedules

Schedule 1		Schedule 2
8:20	Warning Bell	8:20
8:23	Start 1st Block	8:23
9:26	Prayer	9:21
9:32	2nd Block	9:27
10:35	Start Recess	10:25
10:46	Warning Bell	10:36
10:49	Start 3rd Block	10:39
11:52	Start Lunch	11:37
12:28	Warning Bell	12:13
12:31	Start 4th Block	12:16
1:34	End 4th Block	1:14
1:37	Start 5th Block	1:17
2:40	Prayer	2:15

